AD-A206 844

**U.S. Army Research Institute
for the Behavioral and Social Sciences**

Research Report 1503

Evaluation of the U.S. Army Recruiting Command Recruiter Training Program

Gary L. Hull, Kenneth Kleinman, and Gary Allen
Gary L. Hull

and

Michael E. Benedict
U.S. Army Research Institute

for

**Contracting Officer's Representative
Michael E. Benedict**

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December 1988

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U.S. ARMY RESEARCH INSTITUTE
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Technical Director

JON W. BLADES
COL, IN
Commanding

Research accomplished under contract
for the Department of the Army

Gary L. Hull

Technical review by

Curtis L. Gilroy
Douglas A. McLiverty
Kenneth J. Ruesch

REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

1a. REPORT SECURITY CLASSIFICATION	1b. RESTRICTIVE MARKINGS
Unclassified	--

2a. SECURITY CLASSIFICATION AUTHORITY	3. DISTRIBUTION/AVAILABILITY OF REPORT
--	Approved for public release;
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE	distribution unlimited.
--	

4. PERFORMING ORGANIZATION REPORT NUMBER(S)	5. MONITORING ORGANIZATION REPORT NUMBER(S)
--	ARI Research Report 1503

6a. NAME OF PERFORMING ORGANIZATION	6b. OFFICE SYMBOL (If applicable)	7a. NAME OF MONITORING ORGANIZATION
Gary L. Hull	--	U.S. Army Research Institute for the Behavioral and Social Sciences

6c. ADDRESS (City, State, and ZIP Code)	7b. ADDRESS (City, State, and ZIP Code)
823 Amherst Place Edwardsville, IL 62025	5001 Eisenhower Avenue Alexandria, VA 22333-5600

8a. NAME OF FUNDING/SPONSORING ORGANIZATION	8b. OFFICE SYMBOL (If applicable)	9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER
U.S. Army Recruiting Command	--	D.O. No. 0662 DAAL03-86-D-0001

8c. ADDRESS (City, State, and ZIP Code)	10. SOURCE OF FUNDING NUMBERS			
	PROGRAM ELEMENT NO.	PROJECT NO.	TASK NO.	WORK UNIT ACCESSION NO.
Fort Sheridan, IL 60037-6000	6.37.31	A792	2.2.1	R.8

11. TITLE (Include Security Classification)

Evaluation of the U.S. Army Recruiting Command Recruiter Training Program

12. PERSONAL AUTHOR(S)
Hull, Gary L., Kleinman, Kenneth, Allen, Gary, and Benedict, Michael E. (ARI)

13a. TYPE OF REPORT	13b. TIME COVERED	14. DATE OF REPORT (Year, Month, Day)	15. PAGE COUNT
Final	FROM 87/10 TO 88/08	1988, December	87

16. SUPPLEMENTARY NOTATION Task was performed under a Scientific Services Agreement issued by Battelle, Research Triangle Park Office, 200 Park Dr., P.O. Box 12297, Research Triangle, NC. Michael E. Benedict, Contracting Officer's Representative.

17. COSATI CODES			18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)	
FIELD	GROUP	SUB-GROUP	Recruiting	Instructional strategies
05	06		Training	Course evaluation
05	09		Army Recruiter Course	Program evaluation

19. ABSTRACT (Continue on reverse if necessary and identify by block number)
This research included both a process evaluation and an outcomes evaluation of the Army Recruiter Course (ARC). The process evaluation examined seven elements of the ARC: (1) Recruiter Candidates, (2) Course Content, (3) Instructional Strategies, (4) Media and Materials, (5) Instructors, (6) Instructional Environment, and (7) Student Evaluation Procedures. The outcome evaluation examined the attitudes that students and instructors held toward the ARC. Student achievement data and attitudes toward the course were collected through observations, interviews, and questionnaires. Data were also collected from instructors. Correlational analyses and multivariate tests, along with other procedures, were used to examine the data. The course is regarded positively by both students (past and present) and instructors. Negative correlations between course evaluations and test performance were found, with the exception of performance in the Recruiter Exercise. Generally, the data indicated that the better the student, the more negative the evaluation. In summary, the ARC is effective and is meeting its primary goal.

20. DISTRIBUTION/AVAILABILITY OF ABSTRACT	21. ABSTRACT SECURITY CLASSIFICATION
☐ UNCLASSIFIED/UNLIMITED ☒ SAME AS RPT. ☐ DTIC USERS	Unclassified

22a. NAME OF RESPONSIBLE INDIVIDUAL	22b. TELEPHONE (Include Area Code)	22c. OFFICE SYMBOL
Michael E. Benedict	(202) 274-5610	PERI-RG

DD Form 1473, JUN 86 Previous editions are obsolete. SECURITY CLASSIFICATION OF THIS PAGE

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Evaluation of the U.S. Army Recruiting Command Recruiter Training Program

Gary L. Hull, Kenneth Kleinman, and Gary Allen
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U.S. Army Research Institute

December 1988

The evaluation of the U.S. Army Recruiting Command (USAREC) recruiter training program conducted under the direction of the U.S. Army Research Institute (ARI) provides valuable information about recruiter training program effectiveness to USAREC policy makers and planners. In particular, the results of this evaluation can be used to direct future improvements in the Army Recruiter Course conducted at Fort Benjamin Harrison, IN.
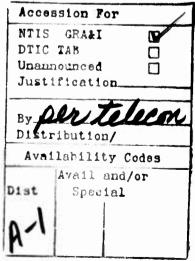
ARI's participation in this cooperative effort is part of an ongoing research program designed to enhance the quality of Army personnel. This work is an essential part of the mission of ARI's Manpower and Personnel Policy Research Group (MPPRG) to conduct research to improve the Army's capability to effectively and efficiently recruit its personnel requirements. This research was undertaken in 1987 under a Memorandum of Understanding between USAREC and ARI (31 July 1987), with project completion set for Fall, 1988. Results reported here were briefed to the Director of the Recruiting and Retention School on 19 September 1988, the USAREC Recruiting Operations Training Director on 27 September 1988, and the USAREC Deputy Commanding General (East) on 26 October 1988.

EDGAR M. JOHNSON
Technical Director

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PER: MR.MICHAEL E. BENEDICT
US ARMY RECRUITING COMD. ATTN: PERI-RG

EVALUATION OF THE U.S. ARMY RECRUITING COMMAND RECRUITER TRAINING PROGRAM

EXECUTIVE SUMMARY

Requirement:

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), in cooperation with the U.S. Army Recruiting Command (USAREC), established a program of research to evaluate the Recruiter Training Program (RTP) of the U.S. Army Recruiting Command. This research focused on the effectiveness of the Army Recruiter Course (ARC). The outcomes of this research are to provide information to assist recruiting manpower and training planners in evaluating the effectiveness of training, selection, and performance programs.

Procedure:

This research included both a process evaluation and an outcomes evaluation. In conducting the process evaluation, the researchers examined seven elements of the ARC: (1) Recruiter Candidates, (2) Course Content, (3) Instructional Strategies, (4) Media and Materials, (5) Instructors, (6) Instructional Environment, and (7) Student Evaluation Procedures. The outcome evaluation examined the attitudes that students and instructors held toward the ARC's effectiveness in preparing recruiters. Students and instructors were also asked to compare ARC training to other Army training courses.

Achievement data and attitudes toward various elements of the course were obtained from students (a 1985 sample and a current sample). Instructors also provided data about the course components. These data were gathered through observations, interviews, and questionnaires. Correlational analyses and multivariate tests, along with other analysis procedures, were used to examine the data.

Findings:

Based on the data presented, a number of conclusions may be drawn from the evaluation of the ARC. First, the course is regarded positively by both students (past and present) and by a group of instructors currently serving at the school. Ratings from the current sample were the most positive, with ratings from past students being, in general, the lowest of the three groups.

Second, data from the current sample revealed consistently negative correlations between course evaluation and test performance, with the exception of performance on Recruiter Exercise (RECEX); generally the better the student, the more negative the evaluation.

Utilization of Findings:

   The researchers have concluded from analyses of the data that the ARC is an effective course and is meeting its goal--to provide quality initial training for the Army recruiter. However, there are indications that the Transitional Training and Evaluation (TTE) program is not providing new recruiters with essential transitional training. Specific findings and recommendations are presented for each of the seven elements of the ARC examined in the research.

EVALUATION OF THE U.S. ARMY RECRUITING COMMAND
RECRUITER TRAINING PROGRAM

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EVALUATION OF THE U.S. ARMY RECRUITING COMMAND
RECRUITER TRAINING PROGRAM

INTRODUCTION

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), in cooperation with the U.S. Army Recruiting Command (USAREC), established a program of research to evaluate the Recruiter Training Program (RTP) of the U.S. Army Recruiting Command. This research was focused on the effectiveness of the Army Recruiter Course (ARC). The ARC was designed by the Recruiting and Retention School at Fort Benjamin Harrison, Indiana, to meet the policies, needs, and procedures established by USAREC. The primary course objective was developed to provide U.S. Army Active and Reserve enlisted personnel with the skills and techniques to perform as U.S. Army Recruiters. All personnel selected for initial assignment as U.S. Army Recruiters attend the ARC at Fort Benjamin Harrison. Successful completion of the ARC is a prerequisite for assignment as a recruiter.

Purpose

The objectives of this program of research were 1) conduct a planning evaluation or evaluability assessment of the ARC; 2) conduct a process evaluation of the ARC; and 3) conduct an outcome evaluation of the ARC. Results of the first of these tasks were presented in an earlier report (Hull & Benedict, 1987), which serves as the major source for the Introduction section of the present report.

The outcomes of this research provide recruiter management planners and policy makers with information to assist them in evaluating recruiter training, selection, and performance policies and to forecast future training needs. This research provides information to assist recruiting manpower and training planners in evaluating the effectiveness of training, selection, and performance programs.

Background

Prior to the introduction of the All-Voluntary Force in 1974, the U.S. Army relied on a combination of conscription (the draft) and volunteer recruits to fulfill its manpower needs. Since 1974, the U.S. Army has found it necessary to re-examine its methods of recruitment. They were being forced to compete with relatively high-paying private-sector business and industry for qualified young employees at a time when pro-Army sentiment was low. One of the first steps taken by the U.S. Army to alleviate this problem was to triple their recruiting force from 1970 to 1975 (Levitan and Alderman, 1977). Despite this increase in the number of recruiters, accessions fell considerably short of recruiting goals (Sabrosky, 1983). Also, the quality of those volunteers entering the force was poor. Nearly one-half of the recruits

in 1979 were in test category IV, the lowest of the U.S. Army's mental categories (Coffey, 1983).

Therefore, the need became more critical for skilled recruiters, and recruiters who could function as salespersons. This is especially important given the forecasts of reductions by the mid-1990's in the number of youth reaching the age of 18. This situation creates significant supply-side problems. Not only will there be competition in the form of more lucrative alternative career choices, but the pool of potential recruits will be diminishing.

One solution to the problem of having to utilize less skilled recruiters was to devote greater resources and attention to the training of U.S. Army recruiting personnel. There is evidence that past attempts at increasing the level of recruiting skill of those in the field were very successful (Borman, Dunnette, and Hough, 1976), and it seems reasonable to believe that additional efforts to send new recruiters into the field with enhanced skill levels would be equally effective. This belief certainly existed in the early 1950's when the U.S. Army started to provide initial training for new recruiters.

The formal recruiting structure began as a division of the U.S. Army Personnel Department, at Fort Benjamin Harrison. In the early 1950's, the Personnel Department was charged with the training of recruiters on rules and regulations involved in recruiting soldiers into the Army. Interest grew in the areas of recruiting and retention during the early to mid-1960's due to the impending discontinuation of the draft (Gordon, personal communication). In 1968, the U.S. Army established a new command, U.S. Army Recruiting Command (USAREC), and charged it with the recruiting and retention function. During the first five years, USAREC's efforts were supplemented by the draft. Since 1974, USAREC has had the sole responsibility for recruiting personnel into the Active Army, and since 1978, for recruiting into the Reserve component (Coleman, 1981).

Today, the U.S. Army maintains a school devoted entirely to recruiting and retention functions, the Recruitment and Retention School (RRS). The RRS was established as a school on January 1, 1983, when it was transferred from the Department of Personnel Management to the U.S. Army Training and Doctrine Command (TRADOC). This separation was seen as a means of separating the administrative functions of retention from the Active Army recruiting process (Rice, personal communication). The stated mission of the school is to "train officers and noncommissioned officers in the skills, knowledge, and techniques required to man and sustain the strength of the Total Army" (Nelson, 1987), and to provide initial training for recruiters as well as further training for supervisors. In performing its functions, the RRS works closely with USAREC to ensure the correct policies, procedures, and needs in the areas of recruitment and retention are implemented.

The RRS takes soldiers who are either detail (soldiers who are nominated for assignment to the recruiting function) or volunteer recruiters and has sole responsibility for providing them with the training needed for them to become effective recruiters for the U.S.

Army. Both categories of recruiter must meet specific criteria before being selected to become a U.S. Army recruiter. These criteria include: 1) rank (grades of E-5, 6, or 7), 2) years of active service, 3) years remaining on current enlistment, 4) time lost on current assignment, 5) age, 6) physical condition, 7) educational achievement (high school diploma or above), and 8) intelligence level (scores on GT and ST).

The RRS has trained a significant number of recruiters in the past ten years. Records of the number of trainees entering the ARC are available for seven of the past ten fiscal years. Enrollment numbers increased from a total of 1787 enrolled in the ARC in FY78, to a high of 3298 in FY85. During the past two fiscal years (FY86 and FY87), 2389 and 2320 trainees, respectively, entered the ARC. Graduation rates from the ARC have varied over those ten years. Data for FY78 indicate that 85.3% of enrollees graduated. Rates for FY85 and FY86 were both above 90% (94.4% and 93%, respectively), but this rate showed a marked decline to a rate of 79.2% in FY87.

The first step in the training process for Army recruiters is the enrollment in, and completion of the ARC. The ARC was instituted in 1958 as a three week course of instruction, designed to teach recruiters the rules and regulations involved in enlisting a recruit, and the standards the U.S. Army held for their new enlistees. Around the mid-1960's, it was expanded from three to four weeks in length. In 1971, the course was expanded again from four to five weeks, and in 1984, to its present length of six weeks. Increasing the length of the course was due, in large part, to changes in the technology used both to train recruiters (i.e., more simulations used in both training and evaluation) and recruit new enlistees (i.e., the JOIN system). [The instructional format changed from classroom and lecture formats (which were used initially) to a self-pacing modular training system used in the 1970's to its current approach, which relies heavily upon simulations.]

ARC Content

Unlike the instructional technologies employed, the content of the ARC has remained relatively constant over the years [Gordon, personal communication; audits of various Program of Instructions (P.O.I.s).] Minor modifications have been made, such as the addition of a block of ethics instruction in 1983. Additionally, modifications have been made to affect the relative emphasis placed on various facets of the training. The present ARC curriculum is divided into four major segments, or annexes: Management, Eligibility, Prospecting, and Sales Techniques/Communication.

The first week of instruction is conducted in the large classroom and is provided to all members of an incoming class (usually between 40 to 65 students, with a maximum of 70). The methodology is referred to as "platform" instruction. This instructional block covers the Management annex. The block is designed to provide the trainee with the necessary skills and knowledge to maintain the Recruiter Production Management System, and to properly prepare the documents and forms necessary to enlist applicants. Forty-two total hours of instruction

are devoted to this training annex. The second training block is the Eligibility annex. This block is designed to provide the trainees with the necessary knowledge of appropriate regulations to determine an applicant's eligibility for enlistment. This annex is also administered during the platform training that is provided during the first week of the course. Nineteen instructional hours are devoted to this training annex.

After the first week, the trainees are separated into groups of 10 to 15 students, and these groups are assigned to teachers who provide instruction from Week Two through Week Five. The teachers are themselves successful Army recruiters and are trained to provide the instruction to the students. This instruction is accomplished primarily using a small-group format, practice simulations, and "AAR's," or "after-action reviews." The third training annex, the Prospecting annex, is the first instructional block to utilize this "hands-on" approach. The purpose of this annex is to provide the trainee with the skills and knowledge needed to effectively seek out potential recruits. Sixteen academic hours are devoted to this training annex.

The fourth and final training annex is the Sales Techniques/ Communication annex. The purpose of this annex is to provide the trainees with the skills and knowledge to communicate their ideas and concepts to future applicants. Twenty-eight of the 118 academic hours devoted to this annex are used to make practice telephone calls to prospective applicants, and 78 academic hours are devoted to practicing face-to-face interviews with potential applicants. These activities make extensive use of the small-group format and the AAR's are also used a great deal in this annex.

In addition to these four annexes, the course includes an examination annex. Forty-three additional hours are available in this annex. Included in this annex is the Recruiter Exercise (RECEX).

Strategy

The RRS has established and implemented an instructional strategy that emphasizes the use of practical experience obtained in simulated recruiting situations which are set up in the classroom by the teachers. The ARC makes extensive use of this small group format, especially in the instruction of prospecting, sales, and communication skills. Also incorporated into this format is the use of AARs. Use of AARs involve discussion of each trainee's performance on a simulation exercise by the group. Immediate feedback is provided to the trainee taking part in the exercise. The instructor acts as facilitator in this situation, guiding the feedback so as to make it instructional, both for the trainee involved in the simulation and for the remainder of the group who are observers. The ARC and other courses in the RRS were restructured in September of 1987 to utilize the small group and AAR formats in teaching more of the material. Usage of this instructional method has increased under the present school director.

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Evaluation

There are ongoing evaluations of the trainees as they progress through the four training annexes. They are administered paper and pencil tests on the material that they study during the Management and Eligibility annexes, and they are evaluated on their performance of the skills they are required to learn throughout the remainder of the ARC (i.e., a speech, phone call, etc.). The final week of the course involves an overall evaluation of the skills learned during the preceding five weeks in a simulation of an actual recruiting station, RECEX. The trainees are put into this simulated recruiting station and are evaluated on the tasks that they will be required to perform when assigned as U.S. Army recruiters. At the beginning of this research effort RECEX was graded on a pass-fail approach. There appeared to be no quantitative evaluation of the trainee; they were simply evaluated as to whether or not they performed satisfactorily, and graduation from the course was based on this pass-fail decision. This categorical, qualitative form of evaluation made it difficult to assess trainees' strengths and weaknesses in the various phases of their ARC training. Also, the pass-fail test for evaluation of students did not provide diagnostic information for future training in the Transitional Training and Evaluation (TTE) program. However, the RECEX evaluation was changed to a numerical scale during this research effort and data collected were based on a numerical scale.

Staff

The instructional staff of the school, as stated earlier, is made up of successful recruiters who have asked for the duty, or who have been requested asked for by the administration of the school. The prospective teacher is asked to present a training session as one step in the evaluation process, with school administrators and other teachers making up the "class." If selected to join the faculty, the teacher then goes through a 45 day training program, followed by a supervised period serving as a classroom instructor.

Post-Attendance Training

A second phase of the recruiters' training is an "on-the-job" field training segment called the Transitional Training and Evaluation (TTE) program. This program is administered by the Recruiting Station (RS) commanders and starts the day the new recruiter begins his/her zero production month. The TTE program is designed to reinforce and complement the training received in the ARC. Both the ARC and the TTE program are designed to prepare new recruiters to perform essential recruiting tasks within the first six months after assignment to a RS, and to be effective salespersons within 12 months after assignment. The RS commander provides both training and evaluation functions during the duration of the TTE program. The station commanders are also trained at the RRS. A Station Commanders Course (SCC) was implemented as a one week course in 1978, and then expanded to three weeks in 1979. Station Commanders are given training on the implementation and administration of the TTE program in this course. Enrollment in this course ranged from 433 (425 graduates) in FY79 to 838 (801 graduates) in FY85.

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FOCUS OF EVALUATION

The U.S. Army Recruiting Command is charged with ensuring that force readiness levels are adequately maintained. This task has become increasingly difficult to achieve as recruiters have had to adjust to pressures arising from the All-Volunteer enlistment format, increasing competition from other armed services, changing cultural values of potential enlistees, and a shrinking pool of eligible applicants.

Prior to the All-Volunteer enlistment format, recruiters were chosen from among the top percentile in their MOS. They were the individuals that the U.S. Army could point to as exemplars. This approach seemed to serve the system appropriately in an era where competition for applicants was not intense. Given enough enlistees self-motivated to join the service, it focused directly on the enlistees' need to obtain information on what area of the Army to serve in. In an era of intense competition, when self-motivation to enlist could no longer be assumed, this policy became an immediate problem. Potential recruits had to be successfully "sold" on the Army while they were also being "told" about it. The Recruiting and Retention School at Fort Benjamin Harrison Indiana, has the initial responsibility for preparing potential Army recruiters to meet this challenge.

The stated mission for the Recruiting and Retention School (RRS) is as follows:

- Train officers and noncommissioned officers in the skills, knowledge and techniques required to man and sustain the strength of the Total Army.

- Provide initial qualification training for all recruiters and retention NCO's, as well as sustainment (positional prerequisite) training for supervisors in both categories. Training is presented to soldiers from the Active Army, the Army Reserve and the Army National Guard, and school faculty members are drawn from all three components (Staff Historical Summary, Nelson, 1987).

During 1987, the Recruiting and Retention School's three departments provided training through twenty-five separate courses (each with multiple sections). These courses and their respective departments are listed below:

Recruiting Department

1. Army Recruiter
2. Station Commander
3. Guidance Counselor
4. Advanced Non-Commissioned Officers Course Technical Track
5. Recruiting Commander
6. Recruiting First Sergeant
7. Nurse Recruiter

Retention Department

1. Regular Army Retention Non-Commissioned Officers
2. Advanced Non-Commissioned Officers Course Technical Track
3. Reenlistment Officer
4. Headquarters Department of Army Mobile Retention Training Team Program
5. Train the Trainer

Reserve Components Department

1. U.S. Army Retention Advanced
2. U.S. Army Reserve Retention Non-Commissioned Officers Basic
3. U.S. Army Reserve Retention Managers
4. Army National Guard Retention Manager
5. Army National Guard Advanced Retention
6. Army National Guard Recruiting and Retention Managers
7. Army National Guard Recruiting Advanced
8. Army National Guard Recruiting
9. Army National Guard Retention Non-Commissioned Officers Basic
10. Army National Guard Military Entrance Processing Station Guidance Counselor
11. Reserve Component In-Service Recruiter
12. Mobile Retention Training Teams
13. Mobile Recruiting Training Teams

The ARC is where NCO's receive their initial training to perform as Army recruiters. Department of Army (DA) selected and volunteer soldiers in grade levels E-5 and above are eligible (if they meet other specified criteria) to attend this basic course. The course is six weeks in length and includes course content in: Annex A--Management; Annex B--Eligibility; Annex C--Prospecting; and Annex D--Sales Techniques/Communication. These Annexes have been designed around recruiting skills identified in eighteen tasks selected for resident training. Instruction for the eighteen tasks are delivered to the students through thirty-six lesson plans (LPs).

The goal of the current research project was to examine various elements of the ARC to determine their effectiveness in achieving the mission. These elements included the following:

1. Recruiter Candidates
2. Course Content
3. Instructional Strategies
4. Media and Materials
5. Instructors
6. Instructional Environment
7. Student Evaluations

A brief discussion of each of these elements as they relate to the Army Recruiter Course is now provided.

Recruiter Candidate

The quality of the student has a direct impact upon the successful outcome of an instructional program. Student characteristics were examined to determine their effect on the overall outcome. The ARC lists 27 items as prerequisities for candidate selection.

In conducting an earlier evaluability assessment of the ARC, the researchers were informed that the DA Selection process might be a potential problem area. The selection process was cited as a possible problem area because a large number of persons entering the recruiter ranks are non-volunteers. Implicit in the DA Selection process was the assumption that training can make a good recruiter out of almost anyone meeting the basic selection prerequisites. There was also some expressed feeling that because of the high number of recruiters needed, selection criteria were not always met and the ARC criteria for graduation were not always strictly enforced.

Certain variables seem to be related to the success rate of a recruiter. Some of the variables appear to be closely associated with recruiter selection criteria. For instance, previous recruiter turbulence research by Coleman (1981) indicated that:

- A SSG/E5 has a 50 percent chance of remaining an On Production Field Recruiter for longer than 18 months after initial assignment

- A SGT/E5 has as 40 percent chance of lasting as an On Production Field Recruiter for longer than 12 months

- The greatest number of losses during the first tour occur among SGT/E5 and SFC/E7 with lower education levels (GED)

- 30 percent of Cohort 75 was lost before completing a 3 year tour of duty due to being ineffective, exhibiting poor conduct or requesting reassignment from USAREC

The researchers decided to examine the student variable to determine what effects, if any, selected characteristics (from the 27 prerequisites for candidate selection) have on the recruiter's success in the ARC and on-the-job performance. Four characteristics were selected for examination: 1) GT Scores, 2) age at the time of selection, 3) rank (E-5 through E-7), and 4) numbers of years in service at time of selection.

Course Content

Course content was determined to be an important evaluation variable for any instruction program evaluation. As previously indicated, the course content included:

Management	42 hours
Eligibility	19 hours
Prospecting	16 hours
Sales/Communication	118 hours
Examination Annex	43 hours

We decided that it was important to determine whether or not the content specified in the lesson plans was actually being covered. In addition, it was decided to examine if the appropriate amount of time was allocated to the various content areas. Sources of information about course content were students, instructors, and behavior sampling through observation. An audit of selected lesson plans was also conducted.

Instructional Strategies

The instructional strategies employed in the ARC are a combination of platform instruction (large group) and skills laboratory or small group exercises. The first week of class relies heavily upon classroom platform instruction. Platform instruction involves lectures by an instructor to a class of a maximum of 70 students. Each lecture begins with a description of materials to be learned in the lesson and ends with a summary of what was covered. The lectures are often laced with convergent questions which provide for a low level of interaction with the students. Various media, such as pre-recorded videotape, film, overhead projections, and chalkboards are used throughout the lectures. Job aids in the form of workbooks are used in class and as homework assignments.

During the second week of training, students are assigned to small groups of 10 to 15. The instructor remains with the group throughout the next four weeks of the course. The strategy in the small groups includes presentations by instructors with a high degree of student interaction. Role playing is a key strategy in attempting to provide the students with a practical application of the lesson. All the students observe the simulations and participate in the follow-up AARs. Role playing is the main strategy for instruction about sales interview and telephone techniques. Toward the end of the ARC, another telephone exercise is added to give a greater degree of realism. Discarded REACT cards are used by students to make prospecting calls to real individuals throughout the country.

Four exams are administered during this part of the course. These exams include:

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Exam 1 - A 25-item Enlistment Eligibility Test
Exam 2 - 50-item test covering subjects taught during the first two
         weeks of training.
Exam 3 - Students fill out a case packet of enlistment documents
         and answer questions (220 points)
Exam 4 - Speech
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The last week of the ARC involves an evaluation of students in RECEX, a set of exercises conducted in a simulated recruiting station. This phase of the course is conducted by the RECEX staff members.

Students are graded on paperwork, telephone prospecting and sales interviews during role-playing sessions with other students. The "applicant" is given a script ahead of time, establishing his or her identity. The sessions are recorded on videotape and reviewed by students. Evaluation sheets, completed by the instructors, consist of performance checklists that identify steps that students are to complete. Students are evaluated on several items which comprise the total RECEX grade. They are authorized only one retest on any portion of RECEX. A numerical scale was implemented for RECEX during the period of the current evaluation. A pass-fail grading system had previously been employed.

The researchers collected information about instructional strategies from instructors and students. Observations of the various instructional strategies employed in the course were also made.

Media and Materials

The media and materials for a course provide a mechanism for standardizing instruction across trainers. Through the proper application of effective media and materials a course can be more adequately implemented to insure that students are receiving instruction that will assist them to achieve course objectives. Poor implementation of media and materials on the other hand may contribute to student failure. When used properly, media and materials may facilitate holding the students attention throughout the lesson. However, the use of one medium can be overdone. The over use of a medium can reduce the student's attention (motivation) to essential content. Student and instructor perceptions toward media and materials along with observations were selected by the researchers as the sources of information for the evaluation.

Instructors

Evaluations designed to examine the effectiveness of an instructional program have found that instructor variables influence outcomes to a great degree. Instructor effects result from the style that the instructor employs which manifests itself in how the instructor deals with issues of control, structure, and interpersonal relations in managing instruction and classroom dynamics. Instructor effects may be influenced by the instructor's age, years of experience, prior training, philosophy, and attitudes. Candidates for the RRS are initially selected by USAREC. The staff at the RRS conducts a further screening on each candidate. The following criteria have been established for instructor selection in the Recruiting and Retention School:

a. Meet selection criteria for production recruiter, as a minimum.

b. Must be E-7 (waiverable for E-6 who meets remaining criteria).

c. Must have less than 17 years Active Duty.

d. Must have had successful experience as production recruiter and station commander for a minimum of 3 years. Must hold MOS OOR (OOE for USAR personnel) prior to nomination.

e. Must meet height, and appearance standards outlined in AR 600-9.

f. Must not have physical disabilities such as speech impairment, or inability to stand for prolonged periods.

g. Must have a minimum of two years remaining on current enlistment contract prior to nomination (waiverable to one year for individuals who are otherwise qualified).

h. Be a Gold Badge recipient or nominee (waiverable).

i. Must have accomplished a minimum of 110% of mission during the last year on production prior to nomination (waiverable).

j. Cannot be under active investigation, to include preliminary investigation, at the time of nomination.

k. Must have demonstrated the ability to speak in front of adult group audiences with confidence, composure, and in an articulate manner.

l. Must be able to lead group discussion and address questioning with spontaneous, logical, and understandable responses.

m. Must appear before and be recommended for selection by the Recruiting and Retention School Screening Board. Screening process includes:

   (1) Compliance with criteria stated in paragraphs a-l above.

   (2) Evaluation of methods of instruction demonstrated by the teacher candidate during a 45 minute class presented to the screening board. Class topics will be disseminated to teacher candidates by a broad representative upon arrival at the course.

n. Must be stabilized for a period not to exceed four years from date of assignment to teacher duty. Senior E-7's falling in the zone of consideration for promotion to Master Sergeant must be stabilized for a period of 2 years minimum from date of assignment to teacher duty.

A certain amount of useful information about an instructor can be obtained by direct questioning. In conducting the interview one must be careful to reassure the instructors that the purpose of the interview is to complement instructional program evaluation and not to assess the instructor's competence as a basis for subsequent personnel decisions. Student ratings can also be employed in the assessment of instructors.

Clearly, a major advantage of using students as observers is their continuous presence in the classroom and exposure to the instructor.

One of the most commonly used ways to determine the manner of instruction is to place an observer in the classroom to rate or record his impressions of the instructor's behavior, style, and approach. While it is not possible directly to determine an instructor's attitude by observing that instructor in action, it is possible to make reasonably accurate judgments of how that instructor functions in the classroom situation. The current research employed all three procedures to assess this element.

Instructional Environment

It is often an assumption that the physical environment of the classroom can influence the outcomes of instruction. Some instructional approaches specify the characteristics that the classroom environment should take; others do not. The classroom environments of the ARC are varied. Some instructional activities are conducted in a large classroom setting with one instructor to approximately 70 students. Other settings are designed to have one instructor interacting with 10 to 15 students. The latter classroom facility is arranged in a manner where all students can observe one another as well as the instructor. The environment is so arranged to promote a maximum amount of student/student and student/instructor interaction. Other instructional settings are established in a manner that creates a simulated environment similar to the recruiting station in which they will eventually be assigned.

The current research collected data about the instructional environment on questionnaires administrated to instructors and students. In addition, the researchers collected information about the environment through observations of various classes and student and instructor interviews.

Student Evaluation Procedures

It is important in any instructional program evaluation to consider student evaluation procedures. As indicated earlier, the ARC uses a series of embedded criterion referenced tests to evaluate the students. In addition, an end-of-course evaluation (RECEX) is used as a comprehensive test.

The current research collected data about the student evaluation procedures from two sources, the students and the instructors. In addition, we made several observations of RECEX.

EVALUATION METHODOLOGY AND DESIGN

It is common to judge the quality of an instructional program by both its measurable and perceived effects. This places emphasis on a demonstration of results as well as an indication of potential. It is expected that such results are evident among students as the group most

affected by an instructional program. But instructors, too, bear the impact of curricular decisions through changes in their duties and responsibilities. These two groups, students and instructors, along with observations made by the researchers were to be the major sources of data about the Army Recruiter Course.

Achievement data and attitudes toward various elements of the course were obtained from students. Instructors also provided data about the same element of the course components. The focus of the evaluation required the use of various data for both the process evaluation and the outcome evaluation of the Army Recruiter Course.

Sample

Sources of data were from three primary groups. These groups included: 1) a sample of students just completing the course (referred to as the Current Sample); 2) a sample of students from a group of 1985 graduates (referred to as the "1985 Sample"; and 3) current instructors.

Current Sample. The current sample included 152 students, from three different classes, who completed the course during May, 1988. The sample included 144 males and five females. Data on three students were missing. Sixty-one held a grade of E-5, 84 held a grade of E-6, and five held a grade of E-7 (data were missing for two students). Twenty-five had volunteered for recruiting duty, 120 had been detailed to recruiting. The average age of the sample was 28.5 years, and they averaged 7.4 years of service. Questionnaire and interview data were collected on the last day of the course.

1985 Sample. The 1985 sample consisted of 148 recruiters who graduated from the ARC and were still active in the field. The original group contained 417 graduates. However, at the time that the researchers mailed a questionnaire to this sample, only 230 members remained as recruiters. One hundred and sixty of the 230 remaining recruiters returned their questionnaire (69.9% return rate). The researchers had incomplete data files on 12 of the recruiters who returned the questionnaire. It was therefore decided to drop the 12 cases from the sample, leaving a total of 148. The sample included 142 males and six females; at the time they were in the course 37 held a grade of E-4, 95 held a grade of E-5, and 15 held a grade of E-6. Thirty-one of the 148 had volunteered, while 114 were detailed (entry information on the other three was unavailable). The average age of the sample (in 1985) was 27.8 years, with a range of from 21 to 42 years of age. They averaged 6.4 years of service at the time they were in the ARC.

Instructors. Thirty-two instructors were sampled during the evaluation. These instructors were all assigned to the Recruiting and Retention School at the time of the evaluation. It should be noted that, while all 32 instructors were not currently teaching in the ARC, they had taught in the ARC during the past two years.

Others. The researchers also sampled a number of students through direct interviews. These students were selected from classes in the first through the sixth weeks. Other sources of data included interviews with instructors and administrators of the ARC.

Process Evaluation

In conducting the process evaluation of the Army Recruiter Course, we examined seven different elements. These seven elements of the Army Recruiter Course include:

1. Recruiter Candidates
2. Course Content
3. Instructional Strategies
4. Media and Materials
5. Instructors
6. Instructional Environment
7. Student Evaluations

Recruiter Candidates. The researchers examined a number of items (variables) related to the recruiter candidate. These variables are now discussed along with the approach selected for analysis.

1. Twenty-seven criteria are used by USAREC to select recruiter candidates. Many of these criteria simply provide nominal type data indicating that the person either does or does not meet the criteria. An audit of the recruiter candidates from the 1985 sample and the current sample of students was performed. The audit was performed to determine whether or not the criteria were maintained in selecting recruiter candidates.

2. We performed correlational analysis on four eligibility criteria and student's test scores in the ARC. The tests were somewhat different from the two samples. In addition, RECEX scores were correlated for the current sample, but not for the 1985 sample. The RECEX scores for the 1985 sample were on a pass/fail basis. Therefore, no variability existed in this score for 1985 sample. The four eligibility criteria included: a) GT score, b) age at time of selection, c) rank (E-5 through E-7) at the time of selection, and d) number of years in service at time of selection.

3. The relationship between eligibility criteria and entry into the ARC (volunteer versus detail) was examined in both the 1985 sample and the current sample. Multivariate tests were used to examine each sample.

4. Correlational analyses were performed to measure the relationship between student attitudes and ARC performance for both the 1985 and current samples. Attitude entering the course was measured by a single item on questionnaires, as was attitude at the end of the course. Separate questionnaires were developed for each of the samples (see Appendix A and B).

5. In an effort to further examine the relationship between attitude and course performance, test scores were examined for differences between volunteers and those detailed into the position of recruiter, for both the 1985 and the current samples, using multivariate procedures.

Course Content. The researchers employed a number of different procedures to analyze the course content of the ARC. These procedures included conducting an audit, observations, and data collection from instructors and students through the use of questionnaires and interviews. The researchers performed the following:

1. An audit of several sets of lesson plans was conducted. The audit was used to determine whether or not course content included the approved tasks. In addition, the audit was used to determine if changes were made to effect procedural compliance and task compliance.

2. We made observations of various class sections. these observations were used to determine whether or not instructors provided an adequate coverage of the essential content in the lesson plans.

3. We interviewed students and instructors to determine their viewpoints toward the course content. The researchers used a set of structured questions to elicit responses (see Appendix C).

4. Students' attitudes toward the adequacy of the course content (five areas: management, eligibility, prospecting, sales/communication, and RECEX) were measured by questionnaires. Correlational analyses were performed on students' course content perceptions and their test scores while in ARC. Student perception data were collected through student questionnaires (see Appendix A and B).

5. Instructors were asked to provide their perceptions about the adequacy of the course content. These data were collected with a questionnaire (see Appendix D) that was similar to the questionnaires used with the two student samples. Data were analyzed through descriptive statistics. Instructors' perceptions were also compared to the current samples perceptions with a two-sample Hotelling's T^2 test.

Instructional Strategies. We employed observations, interviews, student questionnaires and instructor questionnaires to gather data about instructional strategies used in the ARC. The following activities were performed:

1. We made observations of various class sections. The observations were used to analyze the appropriateness of the instructional task being taught.

2. We interviewed students and instructors to obtain their perceptions of the ARC's instructional strategies. The researchers employed a set of structured questions to elicit responses (see Appendix C).

3. Students' perceptions of the adequacy of the instructional strategies were obtained through the use of questionnaires. Correlational analyses were made between the scores on the questionnaires and the students' scores on tests in the ARC. Data were collected from the 1985 sample and the current sample.

4. Instructors were asked to provide their perceptions about the effectiveness of the instructional strategies used in the ARC. Data were collected through administration of a questionnaire (see Appendix D). Data were analyzed through descriptive statistics. Instructors' perceptions were also compared to the current sample's perceptions with a two-sample Hotelling's T^2 test.

Media and Materials. Observations, interviews, student questionnaires and instructor questionnaires were used to collect data about the media and materials used in the ARC. The following activities were conducted:

1. We made observations of various class sections. The observations provided direct information about the appropriateness of the media and materials.

2. Students and instructors interviews were conducted by the research team. A set of structured questions were used to elicit responses (see Appendix C).

3. Students' perception of the adequacy of the media and materials were collected through the use of questionnaires (see Appendix A and B). Correlational analyses were made between the scores on the questionnaire and the student scores on the tests in the ARC. Data were collected from both the 1985 sample and the current sample.

4. Instructors were asked to provide their perceptions about the adequacy of the instructional media and materials used in the ARC. The evaluators examined th media and materials in the large group format and the small group format. Data were collected through administration of a questionnaire (see Appendix D). Data were analyzed through descriptive statistics. Instructors' perceptions were also compared to the current samples perceptions with a two-sample Hotelling's T^2 test.

Instructors. We employed the methods of observation, interviews, and questionnaires to gather information about the instructors in the ARC. The following procedures were carried out:

1. We made observations of various instructors in the classroom situation. The observations were made to gather information about the role of the instructor in the teaching/   learning environment. Key items examined were: a) presentation of material, b) interaction with students, c) covering the objectives, d) use of media and materials, and e) general classroom rapport.

2. We interviewed students and instructors to obtain their perceptions of the quality of instructors in the ARC. Structured questions were used to elicit these responses (see Appendix C).

3. Students were asked to respond to items on a questionnaire (see Appendix A and B) concerning the quality of instructors in the ARC. Data were collected from the 1985 sample and the current sample. Correlational analyses were conducted on the student questionnaire data and their test scores in the ARC.

4. Instructors were asked to respond to an item on a questionnaire (see Appendix D) about the instructional quality. Data were analyzed through descriptive statistics. Instructors' perceptions were also compared to the current samples' perceptions with a two-sample Hotelling's T^2 test.

Instructional Environment. Observations, interviews and questionnaires (students and instructors) were employed to collect data about the instructional environment. The following activities were performed:

1. Observations of classrooms were made by the researchers. The following types of instructional environmental data were collected: a) general attractiveness of the environment, b) classroom space, c) physical arrangement, and d) room temperature (cold-hot).

2. We interviewed students and instructors to gather information about the instructional environment. Structured questions were used by the research team (see Appendix C).

3. Students were asked to respond to items on a questionnaire (see Appendix A and B) which related to the ARC's instructional environment. Data were collected from the 1985 sample and the current sample. Correlational analyses were conducted on the data from the questionnaires and the test scores that students earned in the ARC.

4. Instructors were asked to respond to an item on a questionnaire (see Appendix D) about the instructional environment. Data were analyzed through descriptive statistics. Instructors' perceptions were also compared to the current samples' perceptions with a two-sample Hotelling's T^2 test.

Student Evaluation Procedures. Observations, interviews and questionnaires (students and instructors) were used by the research team

to collect data about the student evaluation procedures. The following
activities were performed:

1. We made observations of several testing situations. The major
   focus was on RECEX.

2. We interviewed students and instructors to gain an insight into
   their attitudes toward the evaluation procedures. A structured
   question was used to elicit these responses (see Appendix C).

3. Students were asked to respond to items on a questionnaire (see
   Appendix A and B) concerning the quality of student evaluation
   procedures used in the ARC.

4. Instructors were asked to respond to items on a questionnaire
   (see Appendix D) about the quality of the student evaluation
   procedures. Data were analyzed through descriptive statistics.
   Instructors' perceptions were also compared to the current
   samples' perceptions with a two-sample Hotelling's T^2 test.

Outcome Evaluation

Two variables were to be considered in the outcome evaluation of
the ARC. These variables were to include attitude of students toward
the ARC (after completion) and achievement as a recruiter in the field.
Achievement of the active recruiter was dropped from the research
because data were not available for analyses. These data were to have
been the Mission Box for the 1985 sample. Therefore, we performed the
following analyses for the outcome evaluation.

1. Students were asked to respond to two items on a questionnaire
   (see Appendix A and B) concerning the effectiveness of the ARC.
   One item related to the effectiveness of the ARC compared to
   other training received in the Army. Another simply asked the
   students to indicate how well the ARC prepared them to serve as
   recruiters. Both the 1985 sample and the current sample were
   asked to respond to these items.

2. Students' ratings of how effective the course was in preparing
   them to become Army recruiters were correlated with the various
   test scores that students received in the ARC.

3. Instructors were asked to respond to two items on a
   questionnaire (see Appendix D) concerning the effectiveness of
   the ARC. The two questions were similar to the ones asked of
   the students. A two- sample Hotelling's T^2 test was employed
   to test the difference between the instructors' perception and
   the current students' perception.

RESULTS

This research examined various elements of the Army Recruiter
Course. We were interested in the effectiveness of each of the elements

as well as the overall effectiveness of the course. The elements
included: 1) Recruiter Candidates, 2) Course Content, 3) Instructional
Strategies, 4) Media and Materials, 5) Instructors, 6) Instructional
Environment, and 7) Student Evaluations. The results of the study for
these seven areas and some general findings are now presented.

Recruiter Candidates

The 1985 sample for the study consisted of 148 recruiters who
graduated from the ARC and were still in the field, serving as
recruiters. The sample included 142 males and 6 females enrolled in the
ARC at that time, 37 held a grade of E-4, 95 held a grade of E-5, and 15
held a grade of E-6. Thirty-one of the 148 had volunteered, while 114
were detailed (entry information on the other three was unavailable).
The average age of the sample (in 1985) was 27.8 years, with a range of
from 21 to 42 years of age. They averaged 6.4 years of service at the
time they were in the ARC.

Table 1

Means and Standard Deviations of GT Score and

ARC Performance Tests--1985 Sample

Test	n	Mean	Standard Deviation
GT Score	144	116.8[a]	11.31
Enlistment Eligibility	131	83.55	9.69
ARC Test	131	86.69	8.12
Documents	131	87.29	8.44
Speech	131	85.13	7.94
RECEX[b]	131	100.00	0.00

[a]GT Score is expressed as · score mean; the others are
    expressed as percentage.

[b]All students in the 1985 sample passed the RECEX
    evaluation and all received a score of 100.

Table 1 shows the means and standard deviations for GT scores and
performance on the tests administered in the ARC for the 1985 sample.

The current sample (enrolled during April and May of 1988) was made up of 152 students, 144 of which were male, five of which were female (data for three members of the sample were missing). Sixty-one held a grade of E-5, 84 held a grade of E-6, and five held a grade of E-7 (data on grade was missing for two students). Twenty-five had volunteered for recruiting duty, 120 had been detailed to recruiting. The average age of the sample was 28.5 years, and they averaged 7.4 years of service. Table 2 shows the means and standard deviations for GT scores, the six tests administered in the ARC, as well as a score from the Recruiter Exercise (RECEX), for the current sample.

Table 2

Means and Standard Deviations of GT Score and

ARC Performance Tests--Current Sample

Test	n	Mean	Standard Deviation
GT Score	145	116.4	9.06
Enlistment Eligibility	150	17.86	1.64
Moral/ Administrative	150	17.52	1.81
ARC Test 1	120	36.45	2.62
ARC Test 2	150	17.86	1.57
Speech	151	45.46	4.40
Documents	151	210.3	6.55
RECEX	140	373.6	14.8

The relationship between eligibility criteria (GT Score, age, and years in the service) and mode of entry into the ARC (volunteer versus detail) was examined in both the 1985 sample and the current sample. A multivariate two-sample Hotelling's T^2 test was used to examine each sample. For the 1985 sample, the overall T^2 value was significant ($T^2 = .2149$; $F = 10.03$, $df = 3,140$, $p < .001$), and subsequent univariate t-tests were conducted. Results of post-hoc analysis indicated that volunteers ($M = 30.16$) were older than detail students ($M = 27.11$; $t = 4.459$ $df = 142$, $p < .001$), and had more time in the service ($M = 8.45$

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years and M = 5.84 years for volunteer and detail students, respectively; t = 5.499, df = 142, p < .001).

In the current sample, the overall multivariate T^2 value was also significant (T^2 = .1613, F = 7.15, df = 3,133, p < .001.) Univariate t-tests indicated that volunteers (M = 32.05) were older than detail students (M = 27.77; t = 4.597, df = 135, p = .001), and had more time in service (M = 8.59 years and M = 7.16 years for volunteer and detail students, respectively; t = 2.37, df = 135, p < .02).

Eligibility Criteria

Analyses were conducted on the four eligibility criteria obtained for both the 1985 and current samples to assess the relationship between the criteria and ARC test performance. Tables 3 and 4 show the Pearson product-moment correlation coefficients for the performance tests with the GT Score, Age, and Years in Service criteria, for the 1985 and current samples, respectively.

Table 3

Pearson Product-moment Correlations Between Eligibility

Criteria and ARC Test Performance--1985 Sample

	Age	GT Score	Yrs/Service
Enlistment Eligibility	-.1468*	-.0918	-.0614
ARC Test	.0394	.1200	.0506
Documents	-.0308	.0405	-.0553
Speech	.0442	-.0243	.1454*

* p < .05

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Table 4

Pearson Product-moment Correlations Between Eligibility

Criteria and ARC Test Performance--Current Sample

	Age	GT Score	Yrs/Service
Enlistment Eligibility	.0417	.2927***	.0111
Moral/ Administrative	−.0124	.3723***	−.0939
ARC Test 1	−.2135**	.2846**	−.2269**
ARC Test 2	−.0567	.2960***	−.1147
Speech	.0853	.3159***	−.0661
Documents	−.2547***	.1235	−.2909***
RECEX	−.1843*	.1100	−.1197

* $p < .05$

** $p < .01$

*** $p < .001$

GT Score. As can be seen in Table 3, GT Score is not related to any of the five tests administered to the 1985 sample. It should be noted that there is no correlation between any of the eligibility criteria and the student's RECEX score due to the lack of variability in RECEX scores in the sample (all graduates in the sample passed RECEX, and therefore, all received a grade of 100).

From Table 4, for the current sample, GT Score is significantly and positively related to performance on five of the seven tests administered during the course. These five tests are The Moral and Administrative exam (r = .3723, df = 142, $p < .001$), the Speech presentation (r = .3159, df = 144, $p < .001$), ARC Test 2 (r = .2960, df = 142, $p < .001$), the Enrollment Eligibility exam (r = .2924, df = 143, $p < .001$), and ARC Test 1 (r = .2846, df = 114, $p < .002$).

In summary, the current students who had higher GT Scores earned higher test scores, on five of the seven tests, than did students with lower GT Scores. Similar results were not found for the 1985 sample.

Age. For the 1985 sample, the students' age has a significant negative correlation with performance on the first test (the Enlistment Eligibility test) ($r = -.1468$, $df = 132$, $p < .05$). In the current sample, students' age is significantly, and negatively related to performance on the Documents exam ($r = -.2547$, $df = 145$, $p < .001$), ARC Test 1 ($r = -.2135$, $df = 113$, $p < .002$), and in RECEX ($r = -.1843$, $df = 135$, $p < .02$).

Therefore, age does have some effect on the students' ability to perform on the tests in the ARC. It is concluded that older students tend to perform less well on these tests.

Years in Service. For the 1985 sample, the number of years spent in the service has a positive relationship with performance on the Speech presentation ($r = .1454$, $df = 131$, $p < .05$). In the current sample, years in the service is significantly and negatively related to performance on the Documents exam ($r = -.2909$, $df = 144$, $p < .001$), and on ARC Test 1 ($r = -.2269$, $df = 115$, $p < .01$).

Years in service has a relative small effect on student test results. The students with more time in service (1985 sample) are more proficient in making a speech presentation.

Army Grade. Differences in course performance across Army grade levels, for both the 1985 and current samples, were assessed using a multivariate procedure. Table 5 shows the means and standard deviations of the 1985 sample for the three grade levels, on the four ARC tests. For the 1985 sample, a one-way multivariate analysis of variance (MANOVA) procedure was used. Students' RECEX scores were not utilized in the analysis due to the lack of variability in the data. Results of the MANOVA indicate that grade level is not significantly related to academic performance.

For the current sample, only two students held a grade of E-7, so their data was included in the E-6 group. Table 6 shows the mean scores and standard deviations for the seven ARC tests for the two grade levels

Table 5

Means and Standard Deviations of ARC Test Scores by Grade

Level--1985 Sample

| Test | Grade Level | | | | | |
| | E4 | | E5 | | E6 | |
	M	SD	M	SD	M	SD
ARC Tests						
Enlistment Eligibility	82.34	9.63	84.27	9.43	80.72	11.62
ARC Test	86.73	7.79	88.02	8.61	89.14	4.94
Documents	84.55	8.51	88.41	8.17	86.07	8.81
Speech	83.15	8.35	86.27	7.73	83.86	7.27

in the current sample. Results of a two-sample Hotelling's T^2 test indicate that grade level does have marginally significant effect on performance in the ARC (T^2 = .141, df = 7,99, p = .063). Subsequent univariate t-tests indicate that grade level effects on performance on the speech presentation (t = 3.089, df = 99, p < .005) with students holding a grade of E-6 (M = 46.4) scoring higher than students at grade E-5 (M = 43.7).

In summary, Army grade has some effect on the students' ability to perform on the tests in the ARC. However, this finding is only for the 1985 sample. Therefore, it is concluded that grade level does not have a major impact on student performance in the ARC.

Student Attitudes

Correlational analyses were performed to test the relationship between attitude and ARC performance, for both the 1985 and current samples, Attitude entering the course was measured by a single questionnaire item, as was attitude at the end of the course. Mean responses to these two items, for the 1985 sample, were 3.27 and 3.88 respectively. For the current sample, mean responses were 3.52 and 4.32 respectively.

Table 6

Means and Standard Deviations of ARC Test Scores by Grade
Level--Current Sample

| | Grade Level | | | |
| ARC Test | E5 | | E6 | |
	M	SD	M	SD
Enlistment Eligibility	17.07	1.50	17.96	1.71
Moral/ Administrative	17.09	2.09	17.68	1.66
ARC Test 1	36.19	3.02	36.58	2.51
ARC Test 2	17.90	1.49	18.00	1.55
Speech	43.66	4.83	46.42	4.29
Documents Test	210.44	6.95	208.83	7.02
RECEX	372.76	12.70	369.91	15.79

Tables 7 and 8 contain the Pearson correlations between attitude at
time of entry to the course and test performance, as well as attitude at
the end of the course and test performance, for the 1985 and current
samples, respectively. For the 1985 sample, attitude going into the
course is only related to performance on the first test (r = .1720, df =
131, p = .025). For this sample, attitude at the end of the ARC was
positively related to performance on the Documents test (r = .1752, df =
131, p < .025). No significant relationship is observed between
attitude entering the course and subsequent performance in the ARC for
the current sample. For this group, attitude at the end of the ARC is
negatively related to performance on ARC Test 2 (r = -.1469, df = 144, p
< .04).

Table 7

Correlations Between Student Attitude at Beginning and

End of ARC and Test Scores--1985 Sample

| | Attitude | |
Test	Beginning	End
ARC Score		
Enlistment Eligibility	.1720*	.0264
ARC Test	.0109	.0009
Documents	.0543	.1752*
Speech	.0830	.0247

* $p < .025$

In summary, attitude has some minor effects on test results for the two sample groups. It is concluded that student attitudes, at the time of entry into the ARC, have little or no effect on the students' test performance.

Table 8

Correlations Between Student Attitude at Beginning and

End of ARC and Test Scores--Current Sample

| | Attitude | |
Test	Beginning	End
ARC Score		
Enlistment Eligibility	-.0935	-.0908
Moral/ Administrative	.0141	-.1340
ARC Test 1	-.0859	-.1182
ARC Test 2	-.0831	-.1469*
Speech	.0509	-.0757
Documents Test	.0747	.0574
RECEX	.0304	.1266

* $p < .05$

In an effort to further examine the relationship between attitude and course performance, test scores were examined for differences between volunteers and those "detailed" into the position of recruiter, for both the 1985 and the current sample. Table 9 shows the mean score on the four tests administered to the 1985 sample, by entry status.

Table 9

Means and Standard Deviations of ARC Test Scores as a

Function of Entry Status--1985 Sample

ARC Test	Volunteer		Detail	
	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$
Enlistment Eligibility	84.08	11.30	83.39	9.27
ARC Test	88.71	6.14	87.42	8.59
Documents	84.64	8.49	88.01	8.32
Speech	88.14	6.28	84.31	8.17

Differences between the two groups, on the four test scores, were analyzed using a multivariate two sample Hotelling's $\underline{T}^2$ test. Results of this analysis indicate that differences do exist between the two groups on test performance ($\underline{T}^2$ = .107, $\underline{F}$ = 3.37, $\underline{df}$ = 4,126, $\underline{p}$ < .02). Subsequent analyses with univariate $\underline{t}$-tests show that volunteer students score significantly better on the Speech presentation than do the detail students ($\underline{M}$ = 84.31; $\underline{t}$ = 2.3, $\underline{df}$ = 129, $\underline{p}$ = .025). Further analyses were conducted using the students' overall course grade, but no differences are noted between volunteer students and detail students, in the 1985 sample.

Table 10 shows the mean test scores for the volunteer and detail students in the current sample. Two-sample Hotelling's $\underline{T}^2$ analysis indicates that the two groups do not differ on either ARC test score performance, or on their overall final course grade.

Table 10

Means and Standard Deviations of ARC Test Scores as a Function

of Entry Status--Current Sample

Test	Volunteer		Detail	
	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$
Enlistment Eligibility	17.59	1.12	17.91	1.72
Moral/ Administrative	17.35	1.66	17.44	1.89
ARC Test 1	35.71	3.31	36.57	2.59
ARC Test 2	17.77	1.75	18.01	1.51
Speech	44.18	5.51	45.56	4.53
Documents Test	206.77	10.81	209.96	6.02
RECEX	370.24	12.21	371.39	15.33

Audit of Recruiter Candidates

The research team conducted an audit of the eligibility criteria for fifty recruiter candidates from the 1985 sample and fifty recruiter candidates from the current sample. It appears that the eligibility criteria, for the most part, are being followed. However, several exceptions were found during the audit. The majority of these exceptions were found to hold an E-4 rank. The criterion is established at the rank of E-5 through E-7. Actually, 37 members of 148 recruiter candidates in the 1985 sample were classified as an E-4. It is assumed that many, if not all, of these recruiter candidates had been promoted to an E-5 and their data files were yet been updated. All recruiter candidates in the current sample were found to be classified as an E-5 or higher. One other irregularity was found in the current sample. This irregularity involved a single candidate who was not a United States citizen.

Other Recruiter Candidate Findings

In reviewing data from historical documents, we calculated that approximately 85% of the students enrolled in the course since 1977 have graduated. The 15% which did not graduate represents a rather high failure rate. It should be noted that this 15% includes all cases of non-completions. Some of these cases were academic problems, while others were dropped from the course for a wide variety of reasons.

A number of students from both the 1985 sample (26 of 160), and the current sample (21 of 152), and several instructors (4 of 32) indicated on a questionnaire (open-ended question) that student motivation and morale is one of the more positive aspects of the course. These respondents indicate that the student variable is critical to the successful operation of the ARC. However, students and instructors both express a need for developing higher eligibility criteria for recruiter selection. This finding is also supported by comments from students and instructors during interviews. There is a general feeling that a majority of the students are highly qualified, but that a significant minority of less qualified students are admitted. The students are most vocal about those candidates who come directly from overseas. They believe that unqualified students returning from overseas are less likely to be screened from the program. The students and instructors feel that the unqualified student is detrimental to the overall effectiveness of the ARC.

Evaluation of the Army Recruiter Course

The Army Recruiter Course (ARC) evaluation was accomplished in part through administration of a 16 item questionnaire to current students, graduates (the 1985 sample), and current instructors. Table 11 shows means and standard deviations for the 16 items for the 1985 sample, the current sample, and the instructors.

Course Content

Course content was evaluated by four items that measured the degree to which the management, eligibility, prospecting, and sales/communication "annexes", or phases, prepared the recruiter-candidates to carry out their duties as recruiters. In both samples, the eligibility annex was rated most positively of the four areas, though all were rated relatively positively. The 1985 sample did rate the prospecting and sales/communication annexes (M = 3.19 and M = 3.36) lower than did the current sample (M = 3.90 and M = 4.24).

Table 11

Means and Standard Deviation of Evaluation Questionnaire

Responses--1985 Sample, Current Sample, and Instructors

Item	1985		Current		Instructors	
	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$
ARC Relative to other Army Training	3.8	1.04	4.1	0.79	4.2	0.61
Management Preparation	3.5	1.10	3.8	0.83	3.4	0.77
Eligibility Preparation	3.9	0.82	4.4	0.83	4.1	0.82
Prospecting Preparation	3.2	1.05	3.9	0.81	3.5	1.17
Sales/Comm. Preparation	3.4	1.06	4.2	0.77	3.9	1.27
Platform Effectiveness	3.5	0.87	4.3	0.87	3.7	0.84
Small-Group Effectiveness	3.9	1.06	4.5	0.69	4.2	0.68
Platform Media/Material	3.6	0.81	3.9	0.89	3.7	0.88
Small-Group Media/Material	3.7	0.83	4.0	0.91	3.6	0.78
Quality of Instruction	4.2	0.84	4.6	0.57	4.3	0.54
Platform Environment	3.3	0.99	3.3	1.21	3.4	1.04
Small-Group Environment	3.6	0.91	3.3	1.33	3.2	1.21

Table 11 (continued)

Item	1985		Current		Instructors	
	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$
Platform Student Eval.	3.6	0.92	4.3	0.74	4.1	0.73
Small-Group Student Eval.	3.6	0.97	4.2	0.75	4.1	0.85
RECEX	3.4	1.17	3.9	1.19	3.3	1.39
Overall ARC Effectiveness	3.6	1.03	4.2	0.64	3.9	0.64
TTE Program	1.9	1.22	---	----	---	----

Correlational analyses were carried out to determine the relationship between this evaluation and actual performance in the school, for the two samples of students. Tables 12 and 13 show the correlations between ratings of course content in the four areas, and performance on the four ARC tests for the 1985 sample, and the current sample, respectively. In the 1985 sample, neither the Management annex, nor the Eligibility annex are significantly related to performance on any of the four tests. Performance on the Speech presentation is significantly and negatively related to both the rating of the Prospecting annex (r = - .2489, df = 129, p < .005), and the Sales/Communication annex (r = -.2121, df = 130, p < .01).

For the current sample, ratings of the Management annex are negatively related to performance on the Enlistment Eligibility test (r = -.2357, df = 145, p < .005), ARC Test 2 (r = -.2086, df = 144, p < .01), the Speech presentation (r = -.2071, df = 145, p < .01), the Moral/Administrative test (r = -.1940, df = 144, p < .01), ARC Test 1 (r = -.1804, df = 115, p < .03), and positively related to performance on the Documents test (r = .1887, df = 145, p < .02). Ratings of the Prospecting annex are negatively related to performance on the two ARC Tests (r = -.2030, df = 114, p < .01 for the first one; r = -.1937, df = 114, p < .02 for the second). Ratings of the Sales/Communication annex are negatively related to performance on the Moral/Administrative test (r = -.1850, df = 143, p < .02) and positively related to performance in RECEX (r = .1420, df = 133, p = .05).

In summary, students who rated the course content high performed less well on various tests administered in the ARC. This relationship is strongest in the current sample.

Audit of POI's and Lesson Plans. The researcher examined three sets of Programs of Instructions (POI's) and three sets of Lesson Plans. After having examined these materials, we can report that the POI's and Lesson Plans have remained fairly stable over a three year period. Appropriate documentation has been recorded in the Historical files whenever content changes have been made. Any major change which

Table 12

Correlations Between Ratings of Course Content and Test Scores--

1985 Sample

Test	Manage.	Eligibil.	Prospect.	Sales/Com.
Enlistment Eligibility	-.0929	.0501	-.0960	-.1242
ARC Test	.0317	-.0505	-.1230	-.1306
Documents Test	.0772	-.0511	-.0331	-.0400
Speech	-.0671	-.0836	-.2489**	-.2121*

* $p < .01$

** $p < .005$

requires a change in the POI's, other than minor technical changes, are mutually agreed upon prior to submission of the POI to the Directorate of Training and Doctrine, U.S. Army Soldier Support Institute for Approval. New lesson plans resulting from board meetings, or other policy/procedural changes are submitted to USAREC for technical review prior to finalization. New lesson plans are often used in draft format pending completion of technical review. Even with this procedure, several instructors indicated that some lesson plans were out-of-date and in need of revision. When we followed-up on this concern, it was indicated that the needed revisions were related to changes in rules and regulations.

It should be noted that the three sets of POI's, which were reviewed, contained essentially the same content and the same designated amount of time. However, the sequencing of the content did vary slightly across the three sets. We have to question whether or not these variations are in opposition to theoretical sequencing principles.

Table 13

Correlations Between Ratings of Course Content and Test Scores--

Current Sample

Test	Manage.	Eligibil.	Prospect.	Sales/Comm.
Enlistment Eligibility	-.2357**	.0665	-.0932	-.0828
Moral/ Administrative	-.1940**	-.0591	-.1219	-.1850*
ARC Test 1	-.1804*	.0288	-.2030**	-.0584
ARC Test 2	-.2086**	-.1194	-.1937*	-.1206
Speech	-.2071**	-.1195	-.0734	-.1278
Documents Test	.1887*	.0535	.0995	.0095
RECEX	.1372	-.0798	.0295	.1420*

 * $p < .05$

** $p < .01$

The researchers also observed numerous class sessions which cut across all content areas. In these observations we found that the classes, in all cases, followed the lesson plans as they were prepared. Naturally, each instructor provides some of their own variations; but it is clear that the course content was being properly delivered.

Some concern was also expressed by students, instructors and program administrators about the amount of time that was spent on certain content areas. Students and instructors most often mentioned a need to increase emphasis on salesmanship skills. This finding is interesting in that both students and instructors judge the sales/communication annex to already be one of the more effective units.

Instructors and students from the 1985 sample indicated that the course content did not realistically prepare them for life as recruiters. They cited issues like difficulties of life in the field, the pressures of making mission, negative responses from prospective recruits, and problems with friends and relatives.

Instructional Strategies

Instructional strategies were evaluated by two items assessing effectiveness of the platform and small group phases of the course. Again, the ratings are positive by both groups with the ratings provided by the 1985 sample ($\underline{M}$ = 3.52, and $\underline{M}$ = 3.88) lower than those provided by the current sample ($\underline{\overline{M}}$ = 4.27 and $\underline{\overline{M}}$ = 4.48). Both samples rate the small-group format more positively than the large-group, platform format.

Tables 14 and 15 show the correlations between the ratings of the instructional strategies and test performance for the 1985 and the

Table 14

Correlations Between Ratings of Instructional Strategies and

ARC Test Performance--1985 Sample

| | Instruction | |
Test	Platform	Small-Group
Enlistment Eligibility	.0968	-.0121
ARC Test	-.0038	-.0001
Documents	.1020	-.0549
Speech	-.0416	-.0652

Table 15

Correlations Between Ratings of Instructional Strategies
and ARC Test Performance--Current Sample

Test	Platform	Small-Group
Enlistment Eligibility	-.0555	-.1381*
Moral/ Administrative	-.1956	-.1858**
ARC Test 1	-.0871	-.0528
ARC Test 2	-.2417***	-.1117
Speech	-.1427*	-.0254
Documents Test	.1145	-.0411
RECEX	.0248	.1282

  * p < .05

 ** p < .02

*** p < .002

current samples, respectively. No significant relationships are
observed between ratings of instructional strategies and performance
during the ARC for the 1985 sample. For the current sample, ratings of
the platform phase are negatively related to performance on ARC Test 2
(r = -.2417, df = 143, p < .002), and on the Speech presentation (r =
-.1427, df = 144, p < .05). Ratings of the small group phase are
negatively related to performance on the Enlistment Eligibility test (r
= -.1381, df = 145, p < .05), and on the Moral/Administrative test (r =
-.1858, df = 144, p < .02).

Students (current sample) who rated the instructional strategies
high tended to score less well on various tests administered in the ARC
than did students who rated them less favorably. Similar findings were
not found for the 1985 sample.

Other Findings. Students seem to be rather pleased with the
instructional strategies used in the ARC (platform and small group).
Forty-seven of the current sample listed the small group strategy as one

of the most positive aspects, while 33 of the 1985 sample cited the small group strategy.

Interviews with students produced a number of negative comments about the small group strategy. These negative comments were directed toward what students perceived to be a waste of time. It should be noted however that a large majority of students found the pacing of these activities to be appropriate. In fact, several students suggested that more time was actually needed. An example is the perceived need for more time to learn to use JOIN. This finding probably points to the variation in the learning style of students in the ARC.

Major changes in instructional strategies have also been recorded in Historical Documents. An example is a decision in September 1987 to teach more subject areas in a progressive small group mode with extensive use of After Action Reviews, (Staff Historical Summary, December, 1987). The documents did not provide a rationale for this decision.

Instructional Media and Materials

The instructional media and materials used in the ARC were evaluated by two questionnaire items assessing effectiveness in both the platform and small group phases of the ARC. Ratings provided by the 1985 sample (M = 3.62, and M = 3.65) were again lower than those provided by the current sample (M = 3.91, and M = 4.00).

Tables 16 and 17 show the correlations between the ratings of the media and materials used in the two phases and test performance in the ARC for the 1985 and the current samples, respectively. Ratings of the platform media and materials are negatively related to performance on the Speech presentation (r = -.1551, df = 131, p < .05), but are not related to any other performance outcomes in the 1985 sample.

Table 16

Correlations Between Ratings of Instructional Media and

Materials and ARC Test Scores--1985 Sample

| | Media/Materials | |
ARC Test	Platform	Small-Group
Enlistment Eligibility	-.0301	.0210
ARC Test	-.1055	.0285
Documents	.0919	.0783
Speech	-.1551*	-.0877

* $p < .05$

In the current sample, ratings of the platform media and materials are negatively related to performance on the Moral/Administrative test ($r = -.2796$, $df = 144$, $p < .001$), ARC Test 1 ($r = -.2783$, $df = 115$, $p < .005$), the Enlistment Eligibility test ($r = -.2095$, $df = 145$, $p < .005$), and ARC Test 2 ($r = -.1919$, $df = 144$, $p < .02$). Ratings of the small-group media and materials are negatively related to performance on the Moral/Administrative test ($r = -.2237$, $df = 144$, $p < .005$), on ARC Test 1 ($r = -.1564$, $df = 115$, $p < .05$), and positively related to performance on RECEX ($r = .1732$, $df = 134$, $p < .05$).

It is concluded that the more able students rate the materials and media less favorably than do the less capable students. This relationship is stronger in the current sample.

Other Findings. Several instructors pointed out changes that were needed in the Salesbook. These materials were attractive to the eye but instructors indicated that they were a bit dated in relationship to changes in rules and regulations.

The JOIN program was well received by both students and instructors. However, students were mixed in their reaction to the amount of time needed for learning this system. Some students wanted more time, while others wanted less. It was also observed that some of the students appeared to be embarrassed or intimidated by the presence

Table 17

Correlations Between Ratings of Instructional Media and

Materials and ARC Test Scores--Current Sample

Test	Platform	Small-Group
Enlistment Eligibility	-.2095**	-.0284
Moral/ Administrative	-.2796***	-.2237**
ARC Test 1	-.2783**	-.1564*
ARC Test 2	-.1919*	-.0718
Speech	-.0575	-.1008
Documents Test	-.0199	.0555
RECEX	.0001	.1732*

* $p < .05$

** $p < .005$

*** $p < .001$

of other students while using JOIN. Too often students would look to see the reaction of their fellow students.

In the interview sessions, students expressed a need to have more demonstration materials. They indicated that these demonstration materials were needed in both the platform and small group strategies. Students would frequently suggest that they wanted to see more examples of "how it should be done."

Instructors

Quality of instructors in the ARC was evaluated by a single item which assessed their effectiveness. Both student groups were uniformly positive in their evaluation, with the current sample rating higher ($M = 4.59$), than the one provided by the 1985 sample ($M = 4.20$).

Table 18 shows the correlations between the ratings of the instructors' effectiveness and test performance for both the 1985 and the current samples. For the 1985 sample, no significant relationship

is found between evaluation ratings of instructors and ARC performance. For the current sample, evaluation ratings of instructors are positively related to performance in RECEX (r = .1827, df = 132, p < .02).

Other Findings. Students indicated that the instructors were one of the most positive aspects of the course. Fifty-six of the 152 students in the current sample listed instructors (open-ended question) as one of the three most positive parts of the course. Forty-two of the 160 subjects from the 1985 sample responded in a similar manner. Interviews with the current sample and instructors reinforced this viewpoint. It is clear that the instructors felt they were one of the major assets of the course.

The Director of the Recruiting and Retention School indicated that he felt the quality of instructors in the ARC was very good. He pointed out that the high quality of instructors was achieved and maintained through the strict enforcement of the instructor selection criteria. He also pointed out that all instructors were referred to as "teachers." The term "teacher" is considered to be a more acceptable term to the School's philosophy than is the term "instructor".

The researcher, through numerous observations, found the instructors to be a highly qualified and motivated group. They always presented themselves in a most professional manner and were obviously interested in their students. Instructors, in classes observed by the researchers, were well prepared and seemed able to generate a high level of student interaction.

Table 18

Correlations Between Ratings of Instructors and ARC Test

Scores--1985 and Current Sample

| ARC Test | Sample | |
	1985	Current
Enlistment Eligibility	-.0872	-.1008
Moral/ Administrative	----	-.0895

40

Table 18 (continued)

ARC Test	Sample	
	1985	Current
ARC Test	.0087	----
ARC Test 1	----	.0048
ARC Test 2	----	.0091
Documents Test	.1052	.0530
Speech	-.0094	-.0349
RECEX	----	.1827*

-- indicates test was not administered to that sample.

* $p < .02$

Instructor morale also appeared to very high. It was actually refreshing for us to see such a large number of dedicated "teachers." One negative aspect mentioned by the instructors was their concern about not being able to rotate between platform and small group instructional settings. This comment was made by just two instructors, who indicated that other instructors shared the concern. Five instructors mentioned that they would like to remain beyond the four-year limit that is imposed on their tenure.

Instructional Environment

Instructional environment of the ARC was evaluated by two questionnaire items which assessed the environment in both the platform and small-group phases of the course. Instructional environment was one of the least positively rated facets of the ARC. The 1985 sample rated the small-group environment more positively than the platform environment (M = 3.61, and M = 3.49) while the current sample rated them slightly lower, and approximately equally (M = 3.35, and M = 3.29).

Tables 19 and 20 show the correlations between ratings of the instructional environment and test performance for the 1985, and the current samples, respectively. No significant relationships are found between these ratings and performance in the ARC for the 1985 sample.

Table 19

Correlations Between Ratings of Instructional Environment
and ARC Test Scores--1985 Sample

| ARC Test | Environment | |
	Platform	Small-Group
Enlistment Eligibility	-.0910	.0078
ARC Test	-.0829	.0528
Documents Test	.0239	.0801
Speech	-.1207	-.0888

For the current sample, ratings of the instructional environment in the platform phase have a negative relationship with performance on the Moral/Administrative test (r = -.3348, df = 143, p < .001), ARC Tests 1 and 2 (r = -.2923, df = 114, p < .002 for ARC 1; r = -.2999, df = 143, p < .001 for ARC 2), the Enlistment Eligibility test (r = -.1959, df = 144, p < .01), and the Speech presentation (r = -.1570, df = 144, p = .03). Similarly, ratings of the instructional environment in the small-group phase have a negative relationship with performance on the Moral/Administrative test (r = -.3479, df = 145, p < .001), the Speech presentation (r = -.2483, df = 145, p = .002) and ARC Tests 1 and 2 (r = -.2087, df = 115, p = .015 for ARC 1; r = -.2471, df = 144, p < .001 for ARC 2).

It is concluded that the more capable students in the current sample tend to rate the environment less favorably than do the less capable students. This finding does not appear in the 1985 sample.

Table 20

Correlations Between Ratings of Instructional Environment
and ARC Test Scores--Current Sample

Test	Platform	Small-Group
Enlistment Eligibility	-.1959**	-.0372
Moral/ Administrative	-.3348***	-.3479***
ARC Test 1	-.2923**	-.2087*
ARC Test 2	-.2999***	-.2471***
Speech	-.1570*	-.2483**
Documents Test	.0276	.0606
RECEX	-.0360	.0528

* $p < .05$

** $p < .01$

*** $p < .001$

Other Findings. As indicated above, students in the current sample
rated the environment as the lowest factor of the course. Thirty-eight
students, in reacting to an open-ended-question, listed the course
environment as the aspect in most need of improvement. Most of their
comments centered on the lack of adequate ventilation in the classrooms.
This situation was confirmed by the researchers. During our
observations, which took place between January 1988 and May 1988, we
found the classrooms to be excessively warm, causing drowsiness on the
part of the student.

We also found the small group environments to be too cramped for
some of the interactive activities. Students would often stop their own
activity to listen in on other students. As a result, the student would
interrupt his/her own learning and sometimes the learning of others.
These same conditions appeared to make some students rather self-
conscious of their ability to "perform" in the presence of their peers.

Student Evaluation Procedures

The means by which the students were evaluated in the ARC was assessed through three questionnaire items. They assessed the students' perceptions of the fairness and accuracy of the evaluation in the platform, small-group, and RECEX phases of the course. In general, the two student samples rated the three phases of evaluation equally, and positively.

Tables 21 and 22 show the correlations between ratings on the evaluation procedures used in the ARC and test performance, for the 1985 sample, and current samples, respectively. For the 1985 sample, a negative relationship is found between ratings of RECEX as a form of evaluation, and performance on the Enlistment Eligibility test (r = -.1657, df = 130, p = .03).

Table 21

Correlations Between Ratings of Evaluation Methods and

ARC Test Scores--1985 Sample

| ARC Test | Evaluation | | |
	Platform	Small-Group	RECEX
Enlistment Eligibility	-.0167	-.0708	-.1657*
ARC Test	-.0666	-.0647	-.0969
Documents Test	-.0092	.0435	-.0909
Speech	-.1025	-.1119	-.0763

* p < .05

Table 22

Correlations Between Ratings of Evaluation Methods and

ARC Test Scores--Current Sample

		Evaluation	
Test	Platform	Small-Group	RECEX
Enlistment Eligibility	-.0898	.0114	-.2362**
Moral/ Administrative	-.1540*	-.0413	-.2065**
ARC Test 1	-.1389	.0631	-.3151***
ARC Test 2	-.0846	-.0236	-.1629*
Speech	-.0672	.0355	-.2354**
Documents Test	.1023	.0058	.0662
RECEX	.1661*	.2276**	.3966***

* $p < .05$

** $p < .01$

*** $p < .001$

In the current sample, ratings of the evaluation used in the platform phase have a negative relationship with performance on the Moral/Administrative test ($r = -.1549$, $df = 143$, $p = .04$), and a positive relationship with performance in RECEX ($r = .1661$, $df = 133$, $p = .03$). Performance in RECEX also has a positive relationship with ratings of the evaluation used in the small-group phase ($r = .2276$, $df = 144$, $p < .005$). Ratings of RECEX as a form of evaluation have a negative relationship with performance on ARC Test 1 ($r = -.3151$, $df = 115$, $p < .001$), the Enlistment Eligibility test ($r = -.2362$, $df = 145$, $p < .003$), the Speech presentation ($r = -.2354$, $df = 145$, $p = .003$), the Moral/Administrative test ($r = -.2065$, $df = 144$, $p = .007$), as well as on ARC Test 2 ($r = .1629$, $df = 144$, $p = .03$). These ratings also have a positive relationship with performance in RECEX ($r = .3966$, $df = 134$, $p < .001$).

It is concluded that the students who score higher on various embedded tests in the ARC tend to perform better in RECEX. This finding is for the current sample only.

Other Findings. Thirty-three of 35 students interviewed from the current sample rated the evaluation procedures as fair and adequate. The other two suggested that all evaluation procedures were in need of considerable improvement. Eight of the ten instructors provided similar feedback as was provided by the students. However, two of the instructors felt that the evaluation standards were too lenient and too subjective.

RECEX seems to be one aspect of the ARC which elicits both strong positive and negative reactions from the 1985 sample and the current sample. Twenty-five of the current sample and twenty-two of the 1985 sample listed RECEX as one of the most positive aspects of the ARC. However, twenty-three of the current sample and nineteen of the 1985 sample listed RECEX as one of the most negative aspects. A number of these people indicated that RECEX was a waste of time and suggested that it needed to be shortened. The research team also found that some students believed that they had too much idle time during RECEX.

It should be noted that the RECEX evaluation had recently been changed to a numerical rating scale. Students had previously been evaluated on a pass/fail basis. A minimum score of 200 points out of a possible 400 was required for graduation. This score (percentage) is lower than the established minimum TRADOC standard of 70 percent.

Outcome Evaluation

Two questionnaire items asked students to give a global evaluation of the ARC. The first asked for their opinion of the ARC compared to other training received from the Army. The second asked for an overall evaluation of the ARC. Both student samples reported the ARC compared favorable to the other forms of training they had received from the Army ($\underline{M}$ = 3.76 for the 1985 sample, $\underline{M}$ = 4.14 for the current sample). "Overall" ratings of the ARC were higher for the current sample ($\underline{M}$ = 4.23), than from the 1985 sample ($\underline{M}$ = 3.59). These data are presented in Table 11.

Tables 23 and 24 show the correlations between these overall ratings of the ARC, and test performance, for the 1985 and the current samples, respectively. For the 1985 sample, neither the ratings of the

Table 23

Correlations Between ARC Course Ratings

and Test Scores--1985 Sample

| | Rating | |
ARC Test	Overall Rating	Relative Rating
Enlistment Eligibility	-.0723	-.0760
ARC Test	-.0749	.0309
Documents Test	.0711	.0141
Speech	-.1313	-.0963

ARC relative to other training received, or the overall rating of the ARC are related to any of the performance tests administered in the ARC. For the current sample, ratings of the ARC relative to other training received are negatively related to performance on the Moral/ Administrative test (r = -.1999, $\underline{df}$ = 144, $\underline{p}$ < .01), the Speech presentation ($\underline{r}$ = .1636, $\underline{df}$ = 145, $\underline{p}$ = .025), the Enlistment Eligibility test ($\underline{r}$ = -.1562, $\underline{df}$ = 145, $\underline{p}$ = .03), and the ratings are positively related to performance in RECEX ($\underline{r}$ = .2078, $\underline{df}$ = 113, $\underline{p}$ < .01). Overall effectiveness ratings by the current sample are negatively related to performance on the Moral/Administrative test (r = -.2265, $\underline{df}$ = 143, $\underline{p}$ < .005), ARC Test 1 ($\underline{r}$ = - 1651, $\underline{df}$ = 114, $\underline{p}$ = .04), and the Speech presentation ($\underline{r}$ = -.1477, $\underline{df}$ = 144, $\underline{p}$ = .04)

It is concluded that the student who scores high on the embedded test, tends to rate the overall effectiveness of the various components of the ARC low. An exception to this finding was found in RECEX. Students who score high on the embedded tests also rate RECEX highly.

Evaluations of the ARC were also obtained from the sample of current ARC instructors (see Table 11 for means and standard deviations of questionnaire responses, on all items, by instructors). In general, evaluations of the ARC by the instructors were slightly higher than those provided by the 1985 sample of students and slightly lower than those provided by the current student sample. The instructors responses were compared to the responses obtained from the current sample of students, to assess differences in perceptions of the ARC. A two-sample Hotelling's T^2 test was employed to test for differences between groups, on the 16 items. The obtained value for the T^2 test (T^2 = .245, F = 2.31, $\underline{df}$ = 16,151, $\underline{p}$ < .005) indicates that differences did exist between the student and instructor responses.

Table 24

Correlations Between ARC Course Ratings and

Test Scores--Current Sample

Test	Overall Rating	Relative Rating
Enlistment Eligibility	-.0920	-.1562*
Moral/ Administrative	-.2265***	-.1999**
ARC Test 1	-.1651*	-.0656
ARC Test 2	-.1196	-.0499
Speech	-.1477*	-.1636*
Documents Test	.0775	.1235
RECEX	.0909	.2078**

  * p < .05

 ** p < .01

*** p < .005

    Follow-up analyses consisted of univariate t-test. Items means for both the current and instructor sample, as well as results of univariate t-tests are shown in Table 25. As can be seen from the table, student evaluations of the preparation they received in the Management, Eligibility, Prospecting, and Sales/Communication annexes are significantly higher than the instructor evaluations of the same preparation. The students also rated the instructional formats (platform and small group), and the media and materials used in the small group phase of the course more positively than did the

Table 25

Means and Standard Deviations for Evaluation Questionnaire

Responses and t-test Results--Current Sample and Instructors

Item	Current Student		Instructors		t-test
	M	SD	M	SD	
ARC Relative to other Army Training	4.1	0.79	4.2	0.61	0.00C
Management Preparation	3.8	0.83	3.4	0.77	2.275*
Eligibility Preparation	4.4	0.83	4.1	0.82	2.385**
Prospecting Preparation	3.9	0.81	3.5	1.17	2.379**
Sales/Comm. Preparation	4.2	0.77	3.9	1.27	2.383**
Platform Effectiveness	4.3	0.87	3.7	0.84	3.291***
Small-Group Effectiveness	4.5	0.69	4.2	0.68	2.199*
Platform Media/Material	3.9	0.89	3.7	0.88	1.490
Small-Group Media/Material	4.0	0.91	3.6	0.78	2.340**
Quality of Instruction	4.6	0.57	4.3	0.54	2.445**
Platform Environment	3.3	1.21	3.4	1.04	.804
Small-Group Environment	3.3	1.33	3.2	1.21	.114

Table 25 (continued)

Item	Current Student		Instructors		t-test
	M	SD	M	SD	
Platform Student Eval.	4.3	0.74	4.1	0.73	1.616
Small-Group Student Eval.	4.2	0.75	4.1	0.85	.811
RECEX	3.9	1.19	3.3	1.39	2.006*
Overall ARC Effectiveness	4.2	0.64	3.9	0.64	2.350**

* $p < .05$

** $p < .02$

*** $p < .001$

instructors. The quality of the instructors was also rated more positively by the students than by the instructors themselves. The students also rated RECEX more positively, although the two groups did not differ on their evaluations of the other forms of evaluation used in the ARC. It appears that the instructors do not give high marks to RECEX as a means of evaluating students. Also, the overall effectiveness rating assigned to the ARC by the students was more positive than that assigned by the instructors.

A final outcome assessment measure, which is indirectly related to the ARC, is the fact that the 1985 sample rated the TTE program extremely low (M = 1.9 on a 5.0 scale). This rating was far below any other item that the subjects were asked to rate. In addition, twenty-eight of 160 respondents listed the TTE program as an item that was most in need of improvement. This response is most interesting when one considers that the subjects were asked to list what most needed to be improved in the ARC. It is assumed that they realized that the TTE program was not a part of the ARC.

Other Findings. We believe that it is important to make a few observational comments on the administrative personnel of the ARC. It is a pleasure to report that the instructors were most supportive of the current administration. They expressed a general feeling that the administration was interested in facilitating their work in accomplishing the goals of the course. They also indicated that the current administration had improved morale among the instructors and had

developed an "open" environment which improved communications among administrators, instructors, and students. The instructors also gave the administration high marks for what they perceived to be improvements in the course over the past two years.

CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusions and the recommendations that have been derived from the results of the evaluation study. General conclusions about the evaluation study and the effectiveness of the training that students receive in the Army Recruiter Course are first presented. Secondly, conclusions and recommendations for each aspect of the course are presented.

General Conclusions

Based on the data presented, a number of conclusions may be drawn from the evaluation of the ARC. First of all, the course is regarded positively by both students (past and present), as well as by a group of instructors currently serving at the school. Ratings from the current sample were the most positive, with ratings from the past students being, in general, the lowest of the three groups. There are a number of possible reasons for this result. First, the ARC may in fact be better now than it was in 1985, and the evaluations that were received from the current students, relative to those from the 1985 sample, reflect that. Since the focus of this evaluation was not directly on an audit of changes (audit procedures were used for certain aspects) that the ARC (and the school itself) had undergone over the past three years, it is impossible to point at a change, or series of changes that may have occurred, and verify that it (or they) may indeed be responsible for this improvement.

Another possible explanation is that the criteria used by the different samples to evaluate the quality of the ARC is itself different for each sample. This seems to be a reasonable assumption. Both the 1985 and the instructor samples have been in the field as recruiters, and have experiences that allow them, retrospectively, to evaluate the quality of the ARC relative to the requirements of the job. The current sample needs to rely on their perceptions of the quality of the ARC, as they believe it relates to the job, and these differences may influence the ratings provided by the three samples, and account for the observed differences.

The second finding may be related to this first one in that it may also account for the observed differences between the two student samples in the way the course evaluation related to course performance. Data from the current sample revealed consistently negative correlations between course evaluation and test performance [with the exception of performance on Recruiter Exercise (RECEX)]; generally the better the student the more negative the evaluation. This may be due to the perceived "ease" of the course for some of the better students. If they did well without expending a great deal of effort, they may have downgraded the course in their evaluation. This pattern was reversed

when performance on RECEX was considered. Here, a positive correlation between course evaluation and performance was observed. This may be due to the fact that RECEX was more of a true simulation of the recruiting function, was perceived as a more valid means of evaluation, and was more of a challenge to the better students. If that were the case, RECEX would not lead the student to ascribe the same negative biases to the course which arise from the ease of the other forms of evaluation.

In the 1985 sample, there was very little relationship between evaluations of the course and performance on the tests given in the course. This was demonstrated by the lack of significant correlations between the facets of the course targeted by the evaluation, and the ARC test scores. Because of the passage of time between course attendance and course evaluation, the response provided by this sample may reflect more the practical utility of what was learned in the course, and less the characteristics of the course itself. If this is the case, one would expect such evaluations to differ from those provided by students who do not have the benefit of such practical experience.

The researchers have concluded from analyses of the data, obtained through various procedures, that the Army Recruiter Course is a highly effective course and is meeting its goal--providing quality initial training for the Army Recruiter. It is apparent that the course is managed in an effective manner and that effective team rapport has emerged. We are pleased to state that we found very few problem areas in the course. At the same time any program of instruction/training can be improved. The ARC is no exception. In the next section the researchers present conclusions and recommendations for various aspects of the course.

Recruiter Candidate Conclusions

Based upon the data, it is concluded that eligibility criteria have been properly applied in selecting recruiter candidates. However, it is also apparent that both students and instructors (and administrators) would like to see higher eligibility criteria established. It is important to understand that both groups believe that a majority of students are well qualified; but that a significant minority of less qualified candidates are admitted and eventually graduated.

Recommendations

1. Attempt to increase the number of volunteers that attend the ARC. Recruiter candidates who volunteered to become Army Recruiters are more positive about their assignment. Therefore, they do not need to be convinced that becoming an Army Recruiter is a career path for them. It is recognized that presently there are not enough volunteers to meet the need in this MOS. Adequate incentives would need to be developed to attract qualified personnel.

2. Establish higher eligibility criteria for selecting Army Recruiters. The major complaint about students centered upon their own academic ability. Increasing the levels of certain

eligibility criteria (GT score, education level, and rank)
would result in a higher quality of students.

Course Content Conclusions

Students from both sample groups and instructors rate the various
content areas relatively high. It is concluded that the better students
(those which scored higher on tests) were relatively less satisfied with
the course content than were the weaker students (those who scored lower
on tests). It appears that the better students believed that too much
time was spent on the four content areas. It is concluded that the
course is actually paced for the less academically capable students.

We have concluded, from the audit of the Program of Instructions
POI's and the lesson plans, that the course content as approved in the
two documents is being properly delivered to the students. However, we
do have some concern as to whether or not the course has identified the
correct learner outcomes. It is also evident that recruiters in the
field do not believe that they were prepared to meet the "real
challenges" that they would encounter. At the same time, it is clear
that recruiters currently in the field have a high regard for the
training provided by the ARC. Aspects singled out for particular praise
were the quality of the instructors, student motivation and morale,
small group phase, and sales and telephone techniques.

While it is possible to restructure the simulated telephone calls
and interviews in the ARC to be somewhat more realistic, we realize
that, without the expenditure of considerably more resources, these
simulated situations will remain more artificial than real in
appearance.

The TTE program is intended to bridge the gap between the content
taught in the ARC and the situations faced in the field. However,
despite the fact that the TTE program is not part of the ARC, more than
22 percent of the respondents from the 1985 sample mentioned it on the
questionnaire as needing improvement. The 1985 sample also gave the TTE
a score of 1.9 on a scale of 1 to 5 with 1 being low. It certainly can
be concluded that the TTE program is not performing the role for which
it was designed. That role, assumed by researchers, was to bridge the
gap between what the prospective recruiter learns in the ARC and how to
apply the knowledge and skills in the field.

Recommendations

1. An up-dated task analysis of the tasks performed by an Army
    Recruiter should be conducted. Task analysis should identify
    the critical tasks and appropriate sub-skills. A proper
    training site should be designated for each task and
    sub-skills. This recommendation may result in merely
    confirming the existing list.

2. The Recruiting and Retention School should recognize that some
    students (often the more academically capable) will grasp the
    course content and skills more quickly than other students.

Provisions should be made to permit these students to pursue other activities once they have learned the knowledge and/or skill. Another consideration might be to use these students as tutors to assist other less able students.

3. Students in the ARC need to be given a more realistic impression of what their life is going to be like when they become an Army Recruiter. The researchers believe that a welcome inclusion in the ARC would be a more realistic appraisal of what the recruiter's job is going to be like. One method of providing such an appraisal is through the presentation of a Realistic Job Preview (Wanous, 1973). Research has led to speculation that RJPs lead to positive attitudinal and behavioral outcomes on the job by providing the prospective employee a realistic view of what the job will be like, which makes it less likely that the employee will receive any unpleasant surprises if/when they get on the job. Therefore, they are less likely to attribute negative experiences to a lack of knowledge about the job, and it is presumed that this will lead to greater satisfaction, performance, commitment, and lower turnover. Also, RJPs make it less likely that an employee will come to a job with unrealistic expectations which, when go unfulfilled, lead the employee to remove themselves from the job, either through turnover, or through diminished performance. A meta-analysis of research in the area indicated that RJPs do lead to greater performance levels, longer survival on the job (lower turnover), lower initial expectations about the job, slightly increased job satisfaction, increased commitment to the organization, and greater self-selection out of jobs (Premack and Wanous, 1985).

4. A program evaluation should be conducted on the TTE Program. The evaluation needs to be conducted to determine the effectiveness of the TTE program. Focus of the evaluation should be on 1) program content, 2) methodology, 3) strategies, 4) role of station commander, and, 5) implementation procedures.

5. An administrative structure should be developed to insure the involvement of ARC personnel with the TTE program. Communications between these two functional areas are critical to the overall development of new Army recruiters.

Instructional Strategies Conclusions

It is concluded from the results of the research that the instructional strategies (both platform and small groups) are effectively employed in the ARC. There is some concern, however, as expressed above, that the more capable students lose a degree of their motivation as a result of the slowness of the group pacing.

Recommendation

See recommendation #2 under course content. Also, recommendations for the instructional environment are directly related to the instructional strategies.

Instructional Media and Materials Conclusions

Based upon the analysis of the data, it is concluded that the media and materials used in the small group format are more acceptable to the student than those used in the large group format. Close analysis of this situation leads one to conclude that the students preferred the more highly interactive media which is largely the type employed in the small group format. An example of this type of interactive media is the JOIN system. It is also concluded that media utilization could be improved by using media to demonstrate good examples of behaviors to be exhibited by successful recruiters.

Recommendations

1. More use of demonstration media should be used in the ARC. These demonstration media should provide both good and poor examples of recruiter behaviors.

2. The JOIN system needs to be analyzed further to determine how much time is actually required for students to learn how to properly interface with the system. A large percentage (approximately 50%) indicate that too much time is wasted with this activity. However, about the same percentage indicate that they need more time. A structure needs to be developed to provide for the apparent difference in the amount of required time among the students.

Instructors Conclusions

The ARC instructors were judged by the students to be highly qualified and effective in conducting their classes. These findings were confirmed through our direct observations.

Recommendations

1. Consideration should be given to allow instructors the opportunity to rotate between the platform and small group format. It is recognized that some instructors may be better suited (teaching styles) for one of the two formats. However, variation in assignments will often increase motivation among persons in any job related function.

2. Instructors should be given the opportunity to stay at the school more than four years if they want and if their evaluations are good.

Instructional Environment Conclusions

The instructional environment was rated as the lowest aspect of the ARC. This rating was common among students (both 1985 sample and current sample) and instructors. It is concluded that the instructional environment has had a negative effect on the ARC.

Recommendations

1. Proper temperatures in the classroom need to be more consistently maintained. Classrooms that are too warm result in a decrease in the effectiveness of student learning. We recognized that this factor may not be under the control of the RRS.

2. Small Group environments need to be increased in both size and number. The increase in room size would create an environment where students are given more privacy to practice the various skills to be learned. It is predicted that students would reduce the amount of time to learn the related skills under improved environmenal conditions.

Student Evaluation Procedures Conclusions

It is concluded that the student evaluation procedures are accomplishing their purposes. RECEX was found to be especially well received by the more capable student. It is also concluded that the small group format provided experiences that were highly compatible to those evaluated in RECEX.

Recommendations

1. RECEX standards need to be increased to a level that meets TRADOC standards. It is recognized that the numerical scale had just been implemented. However, adequate standards need to be established.

2. RECEX should be examined to determine if the designated amount of time is actually needed. The researcher found that most students had too much idle time during this phase of the course.

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APPENDIX A

STUDENT QUESTIONNAIRE

ABOUT THIS QUESTIONNAIRE

THIS QUESTIONNAIRE IS PART OF A PROGRAM EVALUATION TO BETTER
UNDERSTAND THE METHODS AND PROCEDURES USED TO TRAIN NEW ARMY
RECRUITERS. YOU WILL BE ASKED TO PROVIDE YOUR OPINIONS AND
PERCEPTIONS OF VARIOUS ELEMENTS OF THE TRAINING PROGRAM.

YOUR ANSWERS ARE IMPORTANT! WE NEED TO HEAR FROM EVERYONE
IN ORDER FOR US TO GIVE CORRECT INFORMATION TO INTERESTED
GROUPS ABOUT HOW YOU PERCEIVE THE PROGRAM.

PLEASE ANSWER ALL QUESTIONS. IF YOU WISH TO COMMENT ON ANY
QUESTION, YOU MAY USE THE BACK OF THE QUESTIONNAIRE.

THANK YOU FOR YOUR HELP.

PLEASE NOTE:

This notification is to inform you of who is obtaining this
information and what use will be made of the information you
provide, in accordance with Public Law 93-573, known as the
Privacy Act 1974.

Dr. Gary Hull of Southern Illinois University at Edwardsville
is a private consultant who has been hired by the U.S. Army
Research Institute to conduct a program evaluation of the
Army Recruiter Course located at Fort Benjamin Harrison,
Indiana. This research is authorized by the Acts of Congress
that authorized recruitment for military service and authorizes
research to accomplish this goal. This authority is found in
United States Code, Sections 503 and 2538.

The use of Social Security Numbers is authorized by Executive
Order 9397.

Dr. Hull will have access to information about you as an indi-
vidual. Under no circumstance will he release information about
any individual to any member of the U.S. Army Recruiting Com-
mand or the Recruiting Retention School. Your information will
be used only to report how soldiers in general feel about the
Army Recruiter Training Program.

Your participation is voluntary, and you may choose not to
answer any particular question if you so desire.

STUDENT
ARMY RECRUITER COURSE
EVALUATION QUESTIONNAIRE

Each of the following questions deals with an aspect of the Army Recruiter Course. We are interested in your perceptions of this course, and would ask that you consider each question carefully before you respond. Please circle the number that you feel best reflects your perceptions. There are no right or wrong answers. It is important that you respond to all of the items. Thank you.

1. In general, how do you view the training provided in the Army Recruiter Course, relative to other training provided to you by the U.S. Army?

1	2	3	4	5
Poor				Excellent

2. How well did the Army Recruiter Course prepare you to carry out management functions (completing forms, filing, etc.) in your recruiting station?

1	2	3	4	5
Poor				Excellent

3. How well did the Army Recruiter Course prepare you to accurately and efficiently evaluate the eligibility of prospective recruits?

1	2	3	4	5
Poor				Excellent

4. How well did the Army Recruiter Course prepare you to carry out your prospecting duties as a U.S. Army recruiter?

1	2	3	4	5
Poor				Excellent

5. How well did the Army Recruiter Course prepare you to use sales techniques and communication skills in carry out your duties as a U.S. Army recruiter?

1	2	3	4	5
Poor				Excellent

6. How effective was the large group lecture format of the plat-form phase of the Army Recruiter Course in helping you learn the course information and skills?

   1   2   3   4   5
   Poor   Excellent

7. How effective was the small-group (simulation/role playing) format of the last four weeks of the Army Recruiter Course in helping you learn the course information and skills?

   1   2   3   4   5
   Poor   Excellent

8. Please rate the effectiveness of the instructional media and materials (handouts, overhead projections, videotapes, etc.), used during the platform phase of the Army Recruiter Course, in helping you learn the course information and skills.

   1   2   3   4   5
   Poor   Excellent

9. Please rate the effectiveness of the instructional media and materials (handouts, overhead projects, videotapes, etc.), used during the small-group phase of the Army Recruiter Course, in helping you learn the course information and skills.

   1   2   3   4   5
   Poor   Excellent

10. How would you rate the effectiveness of the teachers who participated in the Army Recruiter Course?

   1   2   3   4   5
   Poor   Excellent

11. How would you rate the physical environment (comfort, space, room arrangements, etc.) during the platform phase of the Army Recruiter Course?

   1   2   3   4   5
   Poor   Excellent

12. How would you rate the physical environment (comfort, space, room arrangement, etc.) during the small-group phase of the Army Recruiter Course?

1	2	3	4	5
Poor				Excellent

13. How fair and accurate was the evaluation system used in the platform phase of the Army Recruiter Course?

1	2	3	4	5
Poor				Excellent

14. How fair and accurate was the evaluation system used in the small-group phase of the Army Recruiter Course?

1	2	3	4	5
Poor				Excellent

15. How fair and accurate was RECEX as an evaluation of the information and skills you have gained in the Army Recruiter Course?

1	2	3	4	5
Poor				Excellent

16. Overall, how would you rate the effectiveness of the Army Recruiter Course in helping you obtain the necessary information and skills to function as a recruiter?

1	2	4	4	5
Poor				Excellent

17. At the beginning of the U.S. Army Recruiter Course, what was your attitude toward becoming a recruiter?

1	2	3	4	5
Poor				Excellent

18. At the end of the U.S. Army Recruiter Course, what was your attitude toward becoming a recruiter?

1	2	3	4	5
Poor				Excellent

19. Below, please briefly list what you believe are the three most positive _training_ aspects of the U.S. Army Recruiter Course.

    1. _____

    2. _____

    3. _____

20. Below, please briefly list the three things about _training_ that you believe most need improvement in the U.S. Army Recruiter Course.

    1. _____

    2. _____

    3. _____

Please answer the following questions about yourself. Remember that your responses will be kept strictly confidential by the evaluation team.

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

x   ESSENTIAL: SOCIAL SECURITY NUMBER _____   x

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Sex (circle one)   Male   Female

Grade _____

Time in Service _____

How did you come to be a candidate for U.S. Army Recruiter? (circle one)

            Volunteer   Detail

APPENDIX B

GRADUATE QUESTIONNAIRE

DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY RECRUITING COMMAND
FORT SHERIDAN, ILLINOIS 60037-6000

REPLY TO
ATTENTION OF

USARCCS

MEMORANDUM FOR: Active Army Recruiters

SUBJECT: Graduate Army Recruiter Course Evaluation Questionnaire

1. It is important to the Command for you to take a few moments
to fill out and mail the enclosed questionnaire. The Recruiting
and Retention School at Fort Benjamin Harrison is cooperating in
this effort to evaluate the Army Recruiter Course (ARC). We
intend to identify which areas, if any, of the ARC can be
enhanced to better prepare recruiters to meet the demands of
their duty assignments.

2. This evaluation is being monitored by the Army Research
Institute (ARI) and is being conducted by Dr. Gary Hull of
Southern Illinois University at Edwardsville (SIU). Your indi-
vidual responses will be seen only by Dr. Hull of SIU and
Dr. Benedict of ARI. General results only will be reported to
the Recruiting and Retention School as part of the final project
report.

3. It is important that Dr. Hull receives your questionnaire.
You are one of less than 500 recruiters who began this research
effort in 1985 when you completed a set of questionnaires for ARI
while attending the ARC.

FOR THE COMMANDER:

Encl

FRANK S. REECE
Colonel, GS
Chief of Staff

B-1

(SIUE) **Southern Illinois University at Edwardsville**

School of Education   June 27, 1988

Dear ARC Graduate:

Enclosed is a questionnaire that is being used to collect evaluation
information about the Army Recruiter course. This questionnaire is
being sent to you and other graduates of the course in an attempt to
gain an insight into the relative effectiveness of the course. We
believe that you, as a graduate of the course, may be in the best
position to give us this expert professional judgement.

The questionnaire has been designed in a manner that will require
just a small amount of your time. In completing the questionnaire
be sure that you respond to all of the items on the questionnaire.

Once you have completed the questionnaire, please return it to me in
the self-addressed postage paid envelope no later than July 22. Please
remember that your responses to the items on the questionnaire will
provide the information that is critical to the evaluation.

Thank you very much for your help.

Sincerely,

Gary L. Hull, Dean
School of Education

Enclosures--2

GRADUATE QUESTIONNAIRE

ABOUT THIS QUESTIONNAIRE

THIS QUESTIONNAIRE IS PART OF A PROGRAM EVALUATION TO BETTER
UNDERSTAND THE METHODS AND PROCEDURES USED TO TRAIN NEW ARMY
RECRUITERS. YOU WILL BE ASKED TO PROVIDE YOUR OPINIONS AND
PERCEPTIONS OF VARIOUS ELEMENTS OF THE TRAINING PROGRAM.

YOUR ANSWERS ARE IMPORTANT! WE NEED TO HEAR FROM EVERYONE
IN ORDER FOR US TO GIVE CORRECT INFORMATION TO INTERESTED
GROUPS ABOUT HOW YOU PERCEIVE THE PROGRAM.

PLEASE ANSWER ALL QUESTIONS. IF YOU WISH TO COMMENT ON ANY
QUESTION, YOU MAY USE THE BACK OF THE QUESTIONNAIRE.

THANK YOU FOR YOUR HELP.

PLEASE NOTE:

This notification is to inform you of who is obtaining this
information and what use will be made of the information you
provide, in accordance with Public Law 93-573, known as the
Privacy Act 1974.

Dr. Gary Hull of Southern Illinois University at Edwardsville
is a private consultant who has been hired by the U.S. Army
Research Institute to conduct a program evaluation of the
Army Recruiter Course located at Fort Benjamin Harrison,
Indiana. This research is authorized by the Acts of Congress
that authorized recruitment for military service and authorizes
research to accomplish this goal. This authority is found in
United States Code, Sections 503 and 2538.

The use of Social Security Numbers is authorized by Executive
Order 9397.

Dr. Hull will have access to information about you as an indi-
vidual. Under no circumstance will he release information about
any individual to any member of the U.S. Army Recruiting Com-
mand or the Recruiting Retention School. Your information will
be used only to report how soldiers in general feel about the
Army Recruiter Training Program.

Your participation is voluntary, and you may choose not to
answer any particular question if you so desire.

FORM ATZ _____   Social Security # _____

GRADUATE
ARMY RECRUITER COURSE
EVALUATION QUESTIONNAIRE

Each of the following questions deals with an aspect of the Army
Recruiter Course. We are interested in your perceptions of this
course, and would ask that you consider each question carefully
before you respond. Please circle the number that you feel best
reflects your perceptions. There are no right or wrong answers.
It is important that you respond to all of the items. Thank you.

1. In general, how do you view the training provided in the Army
    Recruiter Course, relative to other training provided to you
    by the U.S. Army?

          1   2   3   4   5
          Poor   Excellent

2. How well did the Army Recruiter Course prepare you to carry out
    management functions (completing forms, filing, etc.) in your
    recruiting station?

          1   2   3   4   5
          Poor   Excellent

3. How well did the Army Recruiter Course prepare you to accurately
    and efficiently evaluate the eligibility of prospective recruits?

          1   2   3   4   5
          Poor   Excellent

4. How well did the Army Recruiter Course prepare you to carry
    out your prospecting duties as a U.S. Army recruiter?

          1   2   3   4   5
          Poor   Excellent

5. How well did the Army Recruiter Course prepare you to use sales
    techniques and communication skills in carrying out your duties
    as a U.S. Army recruiter?

          1   2   3   4   5
          Poor   Excellent

6. How effective was the large group, lecture format of the platform phase of the Army Recruiter Course in helping you learn the course information and skills?

        1   2   3   4   5
        Poor   Excellent

7. How effective was the small-group (simulation/role playing) format of the last four weeks of the Army Recruiter Course in helping you learn the course information and skills?

        1   2   3   4   5
        Poor   Excellent

8. Please rate the effectiveness of the instructional media and materials (handouts, overhead projections, videotapes, etc.), used during the platform phase of the Army Recruiter Course, in helping you learn the course information and skills.

        1   2   3   4   5
        Poor   Excellent

9. Please rate the effectiveness of the instructional media and materials (handouts, overhead projections, videotapes, etc.), used during the small-group phase of the Army Recruiter Course, in helping you learn the course information and skills.

        1   2   3   4   5
        Poor   Excellent

10. How would you rate the effectiveness of the teachers who participated in the Army Recruiter Course?

        1   2   3   4   5
        Poor   Excellent

11. How would you rate the physical environment (comfort, space, room arrangement, etc.) during the platform phase of the Army Recruiter Course?

        1   2   3   4   5
        Poor   Excellent

12. How would you rate the physical environment (comfort, space, room arrangement, etc.) during the small-group phase of the Army Recruiter Course?

```
      1          2          3          4          5
    Poor                                       Excellent
```

13. How fair and accurate was the evaluation system used in the platform phase of the Army Recruiter Course?

```
      1          2          3          4          5
    Poor                                       Excellent
```

14. How fair and accurate was the evaluation system used in the small-group phase of the Army Recruiter Course?

```
      1          2          3          4          5
    Poor                                       Excellent
```

15. How fair and accurate was RECEX as an evaluation of the information and skills you have gained in the Army Recruiter Course?

```
      1          2          3          4          5
    Poor                                       Excellent
```

16. Overall, how would you rate the effectiveness of the Army Recruiter Course in helping you obtain the necessary information and skills to function as a recruiter?

```
      1          2          3          4          5
    Poor                                       Excellent
```

17. At the beginning of the U.S. Army Recruiter course, what was your attitude toward becoming a recruiter?

```
      1          2          3          4          5
    Poor                                       Excellent
```

18. At the end of the U.S. Army Recruiter Course, what was your attitude toward becoming a recruiter?

```
      1          2          3          4          5
    Poor                                       Excellent
```

19. How effective was the Transitional Training and Evaluation (TT & E) program, which was conducted at your recruiting station, in further developing your skills as a recruiter?

     1   2   3   4   5
    Poor   Excellent

20. Below, please briefly list what you believe are the three most positive aspects of the U.S. Army Recruiter Course.

    1. _____

    2. _____

    3. _____

21. Below, please briefly list the three things about the U.S. Army Recruiter Course that you believe most need improvement.

    1. _____

    2. _____

    3. _____

Please answer the following questions about yourself. Remember that your responses will be kept strictly confidential by the evaluation team.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

X   ESSENTIAL: SOCIAL SECURITY NUMBER _____   X

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Sex (circle one)   Male   Female

Grade _____

Time in Service _____

How did you come to be a candidate for U.S. Army Recruiter? (circle one)

              Volunteer   Detail

APPENDIX C

INSTRUCTOR QUESTIONNAIRE

ABOUT THIS QUESTIONNAIRE

THIS QUESTIONNAIRE IS PART OF A PROGRAM EVALUATION TO BETTER
UNDERSTAND THE METHODS AND PROCEDURES USED TO TRAIN NEW ARMY
RECRUITERS. YOU WILL BE ASKED TO PROVIDE YOUR OPINIONS AND
PERCEPTIONS OF VARIOUS ELEMENTS OF THE TRAINING PROGRAM.

YOUR ANSWERS ARE IMPORTANT! WE NEED TO HEAR FROM EVERYONE
IN ORDER FOR US TO GIVE CORRECT INFORMATION TO INTERESTED
GROUPS ABOUT HOW YOU PERCEIVE THE PROGRAM.

PLEASE ANSWER ALL QUESTIONS. IF YOU WISH TO COMMENT ON ANY
QUESTION, YOU MAY USE THE BACK OF THE QUESTIONNAIRE.

THANK YOU FOR YOUR HELP.

PLEASE NOTE:

This notification is to inform you of who is obtaining this
information and what use will be made of the information you
provide, in accordance with Public Law 93-573, known as the
Privacy Act 1974.

Dr. Gary Hull of Southern Illinois University at Edwardsville
is a private consultant who has been hired by the U.S. Army
Research Institute to conduct a program evaluation of the
Army Recruiter Course located at Fort Benjamin Harrison,
Indiana. This research is authorized by the Acts of Congress
that authorized recruitment for military service and authorizes
research to accomplish this goal. This authority is found in
United States Code, Sections 503 and 2538.

The use of Social Security Numbers is authorized by Executive
Order 9397.

Dr. Hull will have access to information about you as an indi-
vidual. Under no circumstance will he release information about
any individual to any member of the U.S. Army Recruiting Com-
mand or the Recruiting Retention School. Your information will
be used only to report how soldiers in general feel about the
Army Recruiter Training Program.

Your participation is voluntary, and you may choose not to
answer any particular question if you so desire.

INSTRUCTOR
ARMY RECRUITER COURSE
EVALUATION QUESTIONNAIRE

Each of the following questions deals with an aspect of the Army Recruiter Course. We are interested in your perceptions of this course, and would ask that you consider each question carefully before you respond. Please circle the number that you feel best reflects your perceptions. There are no right or wrong answers. It is important that you respond to all of the items. Thank you.

1. In general, how do you view the training provided in the Army Recruiter Course, relative to other training provided by the U.S. Army?

        1   2   3   4   5
        Poor   Excellent

2. How well does the Army Recruiter Course prepare trainees to carry out management functions (completing forms, filing, etc.) in their recruiting station?

        1   2   3   4   5
        Poor   Excellent

3. How well does the Army Recruiter Course prepare trainees to accurately and effectively evaluate the eligibility of prospective recruits?

        1   2   3   4   5
        Poor   Excellent

4. How well does the Army Recruiter Course prepare trainees to carry out their prospecting duties as a U.S. Army recruiter?

        1   2   3   4   5
        Poor   Excellent

5. How well does the Army Recruiter Course prepare trainees to apply sales techniques and communication skills as a U.S. Army recruiter?

        1   2   3   4   5
        Poor   Excellent

6. How effective is the large group, lecture format of the platform phase of the Army Recruiter Course in helping students learn the course information and skills?

1	2	3	4	5
Poor				Excellent

7. How effective is the small-group (simulation/role playing) format of the last four weeks of the Army Recruiter Course in helping students learn the course information skills?

1	2	3	4	5
Poor				Excellent

8. Please rate the effectiveness of the instructional media and materials (handouts, overhead projections, videotapes, etc.) used during the platform phase of the Army Recruiter Course, in helping students learn the course information and skills.

1	2	3	4	5
Poor				Excellent

9. Please rate the effectiveness of the instructional media and materials (handouts, overhead projections, videotapes, etc.) used during the small-group phase of the Army Recruiter Course, in helping students learn the course information and skills.

1	2	3	4	5
Poor				Excellent

10. How would you rate the effectiveness of the teachers that teach the Army Recruiter Course?

1	2	3	4	5
Poor				Excellent

11. How would you rate the physical environment (comfort, space, room arrangement, etc.) during the platform phase of the Army Recruiter Course?

1	2	3	4	5
Poor				Excellent

12. How would you rate the physical environment (comfort, space, room arrangement, etc.) during the small-group phase of the Army Recruiter Course?

     1   2   3   4   5
     Poor   Excellent

13. How fair and accurate is the evaluation system used in the platform phase of the Army Recruiter Course?

     1   2   3   4   5
     Poor   Excellent

14. How fair and accurate is the evaluation system used in the small-group phase of the Army Recruiter Course?

     1   2   3   4   5
     Poor   Excellent

15. How fair and accurate is RECEX as an evaluation of the information and skills the trainees have gained in the Army Recruiter Course?

     1   2   3   4   5
     Poor   Excellent

16. Overall, how would you rate the effectiveness of the Army Recruiter Course?

     1   2   3   4   5
     Poor   Excellent

17. Below, please briefly list what you believe are the three most positive aspects of the U.S. Army Recruiter Course.

    1. _____

    2. _____

    3. _____

18. Below, please briefly list the three things about the U.S.
    Army Recruiter Course that you believe most need improvement.

    1. _____

    2. _____

    3. _____

APPENDIX D

STRUCTURED INTERVIEW FORM
STUDENT

Question 1. Do you think that the knowledge and/or skills you have learned so far will help you be successful as a recruiter? If your answer is negative, please state why not.

Question 2. What do you think about the quality of the instructor(s)?

Question 3. What do you think about the method(s) of instruction (i.e., platform, small group, etc.)?

Question 4. What do you think about the methods of evaluation (are they fair, accurate, etc.)?

Question 5. If you could change any aspect(s) of the course, what would it (they) be?

Question 6. If you were asked to select any aspect(s) of the course that was (were) particularly excellent, what would it (they) be?

STRUCTURED INTERVIEW FORM
INSTRUCTOR

Question 1. What do you think about the quality of the students?

Question 2. What do you think about the method(s) of instruction (i.e., platform phase, small group phase, etc.)?

Question 3. What do you think about the methods of evaluation (are they fair, accurate, etc.)?

Question 4. If you could change any aspect(s) of the course, what would it (they) be?

Question 5. If you were asked to select any aspect(s) of the course that was (were) particularly outstanding, what would it (they) be?